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REFERENCE LIST OF MATERIALS FOR ENGLISH AS A SECOND LANGUAGE. PART 2--BACKGROUND MATERIALS, METHODOLOGY.

BY- OHANNESSIAN, SIRARPI AND OTHERS
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DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *ENGLISH (SECOND LANGUAGE), *METHODOLOGY, *LANGUAGE INSTRUCTION, TEACHER EDUCATION, TEACHING METHODS, TEACHING TECHNIQUES, TESTING, INSTRUCTIONAL AIDS, MATERIAL DEVELOPMENT, LANGUAGE PROGRAMS, PERIODICALS, TEXTBOOKS, *APPLIED LINGUISTICS, RESOURCE MATERIALS, REFERENCE MATERIALS, LINGUISTIC PATTERNS, LINGUISTIC THEORY, LANGUAGE TEACHERS, ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) PROGRAM,

THIS ANNOTATED REFERENCE LIST IS A COMPANION VOLUME TO "PART 1, TEXTS, READERS, DICTIONARIES, TESTS," AND FOLLOWS THE SAME FORMAT. THE FIRST SECTION, BACKGROUND MATERIALS, COVERS TEXTS IN LINGUISTICS AND THE ENGLISH LANGUAGE, BIBLIOGRAPHIES, AND PERIODICALS. THE SECOND SECTION, METHODOLOGY, COVERS LANGUAGE TEACHING IN GENERAL, PREPARATION AND ANALYSIS OF MATERIALS, PREPARATION OF TEACHERS, LANGUAGE TESTING, AND PROGRAMS IN SPECIFIC GEOGRAPHICAL AREAS. THIS BIBLIOGRAPHY IS ALSO AVAILABLE FOR $3.00 FROM THE PUBLICATIONS SECTION, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM)

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Reference List of Materials for English as a Second Language

Part 2
Background Materials
Methodology

AL 000 948

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EDITED BY

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Part 2: Background Materials, Methodology

OFFICE OF EDUCATION

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CENTER FOR APPLIED LINGUISTICS
WASHINGTON, D.C. 1966

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Foreword

Reference List of Materials for English as a Second Language **is a comprehensive annotated bibliography covering materials produced between the years 1953 and 1963. It is published in two parts, one devoted to text materials, readers, dictionaries, and tests, and the other to background materials in linguistics, the English language, and the methodology of language teaching. Supplements to *Reference List* will be published periodically.**

Work on the bibliography started in 1959 as a project of the Center for Applied Linguistics of the Modern Language Association of America. Later it became part of the Survey of Second Language Teaching conducted by the Center, with British and French cooperation, under a grant from the Ford Foundation. One of the aims of the survey was to investigate the nature and extent of resources for the teaching of English as a foreign language. The bibliography was at that time envisioned as a joint effort between the British Council and the Center, with the British Council covering materials produced in the United Kingdom and the Commonwealth, and the Center covering materials produced elsewhere. Since then the British Council has been publishing its own *English-Teaching Bibliography* in fascicles, and the Center has attempted to cover the whole field, including British works.

A number of bibliographies, published by the Center, have already resulted from the material accumulated for *Reference List*. One of the most widely circulated of these is the *Interim Bibliography on the Teaching of English to Speakers of Other Languages*, a selected list of 145 items, published in 1960 and now in its third printing. Another is *30 Books for Teachers of English as a Foreign Language*, (3rd ed., 1963). *Aural Aids in English for Foreigners*, (2nd ed., 1964) and *Visual Aids for English as a Second Language* (1964) were also to a large extent based on the materials accumulated for this bibliography. Other unpublished lists have been prepared for government agencies, special conferences, exhibits, etc.

In preparing *Reference List of Materials for English as a Second Language*, existing bibliographies such as those of R. Lado (1955), H. S. Baker (1959), and M. Frank (1960), as well as the bibliographies of the United States Information Agency and the British Council were consulted. Periodicals, journals of abstracts, especially *MLabstracts* and *English-Teaching Abstracts*, and unpublished lists such as that supplied by C. H. Prator of the University of California at Los Angeles were also consulted. By far the largest source

of material was the library at the Center which possesses a unique collection consisting of some 3000 volumes on the teaching of English as a foreign language.

Our aim in *Reference List* has been to give as much information as possible on materials produced or published between 1953 and 1963, i.e. the period the bibliography is intended to cover. However, a number of "classics" have been included, as well as a few other works of particular value or interest which fell outside this time limit. Also, in categories where there was an abundance of material, a degree of selectivity has been possible. Some of the materials collected, such as contrastive studies of English and other languages, have been incorporated into other publications of the Center. Other materials, e.g. educational systems in various areas of the world, have been omitted from the present bibliography, and will, we hope, be published separately. The annotations are, as far as possible descriptive rather than evaluative. Inclusion in this bibliography does not imply that the material is recommended by the Center and the potential user is urged to examine each text carefully before deciding on its adoption.

The selection and editing of the entries, the organization of the bibliography, and supervision of the project from the start has been the responsibility of the Editor, who has been aided in this work by the efforts and cooperation of a number of people. The majority of entries were annotated by Mr. Roman Retman and Dr. Mary Lu Joynes, both of whom devoted their full time at the Center to this work. Miss Julia Sableski supplied a large number of annotations in addition to her other duties at the Center. Mrs. Charles W. Kreidler and Miss Beryl Dwight, annotated and edited a number of entries, but their chief responsibility was for preparing the materials for publication. Thanks are due Mrs. Helen Chavchavadze and Mrs. Kathleen Lewis, who annotated most of the materials intended for Russian speakers, and also to Dr. William W. Gage for his help with annotations. A word of special appreciation should go to Miss Grace Robertson for her patient checking, re-checking and typing of most of the entries prior to publication. Finally, special thanks are due Dr. Charles A. Ferguson, Director of the Center, for his encouragement, and suggestions and criticisms in matters of selection and organization, and to Mr. Frank A. Rice, director of the Office of Information and Publications, and his staff, in particular Miss Allene Guss and Miss Amy Shaughnessy, for final preparation of the manuscript.

Sirarpi Ohannessian

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Introduction

This second volume of *Reference List of Materials for English as a Second Language* is divided into six sections: Background, Methodology, Preparation and Analysis of Materials, Preparation of Teachers, Language Testing, and Programs in Specific Geographical Areas. The organization of the materials posed a number of problems, and it was not easy to avoid a certain amount of overlap among the divisions. Readers are therefore asked to examine several likely sections for any specific topic they are interested in.

The first section, that of general background material for the teacher, includes a selected number of works on linguistics, and more comprehensive sections on the English language, bibliographies, and periodicals. It was decided to include no articles in the linguistics section but to include a few significant ones in the part on the English language.

The second section, that on methodology, is divided into three parts. The first part includes a selected number of works on language teaching in general. The second part, which deals specifically with teaching English as a second or foreign language, is more comprehensive than any other section of the bibliography, including, in addition to the more general works, sample drills and exercises. The third part of this section, that on teaching aids, contains a number of items which are not specifically concerned with teaching English to speakers of other languages but which may have implications for it. A few works on language laboratory materials and methods, as well as the technical aspects of setting up and running a laboratory, are also included.

The sections on the preparation of materials, the preparation of teachers, and testing include some general materials in addition to materials specifically concerned with the teaching of English as a second or foreign language.

The last section, that on programs in specific geographical areas, reflects the growing interest in work overseas in this field. Included in this section are items on educational systems, the place of English in these systems, methods used, texts, examinations, etc.

The addenda includes a number of items which have been published after the span of time covered by *Reference List of Materials for English as a Second Language*. These will be annotated and included in a supplement which is now in preparation.

ABBREVIATIONS OF PERIODICALS CITED

RLM:I	Reference List of Materials for English as a Second Language, Part I: Texts, Readers, Dictionaries, Tests
AVCR	Audio-Visual Communication Review (USA)
AVI	Audiovisual Instruction (USA)
BCIE	Bulletin of the Central Institute of English (India)
BCSDE	Bulletin of the California State Department of Education (USA)
BNASSP	Bulletin of the National Association of Secondary School Principals (USA)
CBR	College Board Review (USA)
CCC	College Composition and Communication (USA)
CJE	Ceylon Journal of Education (Ceylon)
CJS	Cizí Jazyky ve Škole (Czechoslovakia)
CT	Changing Times (USA)
D	Didaskalos (Great Britain)
ELECB	ELEC Bulletin (English Language Education Council, Japan)
ELECP	ELEC Publications (English Language Exploratory Committee, Japan)
ELT	English Language Teaching (Great Britain)
ENL	English — A New Language (Australia)
ERev(UK)	Educational Review (Great Britain)
ESA	English Studies in Africa (Union of South Africa)
ESAG	Educational Screen and Audiovisual Guide (USA)
ETF	English Teaching Forum (USA)
ETM	English Teachers' Magazine (Japan)
ETN	English Teaching Newsletter (USA)
FM	Le Français dans le Monde (France)
FR	French Review (USA)
GL	General Linguistics (USA)
GQ	German Quarterly (USA)
GTJ	Ghana Teachers' Journal (Ghana)
HER	Harvard Educational Review (USA)
IIE	IIE News Bulletin (Institute of International Education, USA)
IJAL	International Journal of American Linguistics (USA)
IRAL	International Review of Applied Linguistics in Language Teaching (West Germany)
IYS	Inostrannye Yazyki v Škole (USSR)
JE	Journal of Education (Hong Kong)
JEd	Journal of Education (India)
JHE	Journal of Higher Education (USA)
JKPPTM	Journal Kementerian Pelajaran Persekutuan Tanah Melayu (Malaysia)

JNESC	Journal of the National Education Society of Ceylon (Ceylon)
JOS	Jezyki Obce w Szkole (Poland)
KEJ	Kenya Education Journal (Kenya)
LL	Language Learning (USA)
LR	Linguistic Reporter (USA)
ML	Modern Languages (Great Britain)
MLJ	Modern Language Journal (USA)
MSpr	Moderne Sprachen (West Germany)
MSTEQ	MST English Quarterly (Manila Secondary Teachers, Philippines)
OE	Oversea Education (Great Britain)
OP	Orientamenti Pedagogici (Italy)
OVAC	OVAC Bulletin (Oversea Visual Aids Centre, Great Britain)
PIE	Pacific Islands Education (New Zealand)
PJLT	Philippine Journal for Language Teaching (Philippines)
PMLA	Publications of the Modern Language Association of America (USA)
PSR	Philippine Sociological Review (Philippines)
PW	Polish Weekly (Poland)
QJS	Quarterly Journal of Speech (USA)
SDAL	Studies in Descriptive and Applied Linguistics (Japan)
SPH	Social Progress in Hawaii (USA)
TEd	Teacher Education (Great Britain)
TEng	Teaching English (India)
TES	Times Educational Supplement (Great Britain)
TW	Teacher's World (Pakistan)
UE	Use of English (Great Britain)
VE	Visual Education (Great Britain)
WAJE	West African Journal of Education (Nigeria)

Background

LINGUISTICS

General

Bloch, Bernard and George L. Trager. *Outline of Linguistic Analysis.* Baltimore: Linguistic Society of America, 1942. 82 pp.

Concise introduction to linguistic science in general and the structure of General American English in particular. Main divisions are: Language and Linguistics; Phonetics; Phonemics; Morphology; Syntax. Two-page "Reading List."

Bloomfield, Leonard. *Language.* New York: Holt, 1933. ix, 564 pp.

The classic text on language by one of the founders of modern linguistic science in the United States. Much that has been written since has been based on it.

Carroll, John B. *The Study of Language: A Survey of Linguistics and Related Disciplines in America.* Cambridge, Mass.: Harvard Univ. Press, 1953. xi, 298 pp.

A thorough and comprehensive survey of the different approaches to the study of language, with the emphasis on linguistic science. Discusses the relation of language to psychology, the social sciences, and philosophy. The chapter on "Language and Education" has a great deal of information on applied linguistics and psycholinguistics as well as linguistic problems in educational measurement. Extensive list of references at the end.

Elson, Benjamin and Velma B. Pickett. *Beginning Morphology-Syntax.* Santa Ana, Calif.: Summer Institute of Linguistics, 1960. v, 73 pp.

The fourth version of an experimental text on the tagmemic approach to grammar. Major sections include: Morpheme; Tagmeme; Structural Types, Classes and Slots; Morph, Allomorph, and Morpheme; and Simultaneous and Overlapping Levels.

Firth, J. R. *Papers in Linguistics: 1934-1951.* London: Oxford Univ. Press, 1957. 233 pp.

A collection of writings first published elsewhere over a period of years. Includes selections on Indian and Burmese languages, English, and Hunanese, as well as general papers on phonology, grammar, and semantics.

Gleason, Henry A., Jr. *An Introduction to Descriptive Linguistics.* Rev. ed. New York: Holt, Rinehart, and Winston, 1961. viii, 503 pp.

A new edition of a book first published in 1955 and widely used as an introductory text in colleges and universities in the United States. Parts dealing

with syntax have been considerably expanded and include a chapter on transformations. The approach is eclectic rather than being the views of the author as a linguistic scientist, so that the entire text gives a general view of descriptive linguistics. Accompanying *Workbook in Descriptive Linguistics* provides a set of exercises designed to give practice in problems of analysis.

Gray, Giles W. and Claude M. Wise. *The Bases of Speech.* 3rd ed. New York: Harper and Row, 1959. xiii, 562 pp.

Attempts to provide basic information on the nature and function of speech from several points of view; i.e., the social, physical, physiological, neurological, phonetic, linguistic, psychological, genetic, and semantic bases of speech. Description of English included.

Hall, Robert A., Jr. *Linguistics and Your Language.* 2nd rev. ed. of *Leave Your Language Alone.* Garden City, N.Y.: Doubleday, 1960. ix, 265 pp.

Intended as a brief popular discussion of problems of language and linguistics. Contains a clear, nontechnical statement of the theories, principles, and methods of linguistic science. Part of the book sets forth the author's case against the normative approach of traditional grammar.

Hamp, Eric P. *A Glossary of American Technical Linguistic Usage 1925-50.* (Publications of the Committee for Terminology; Permanent International Committee of Linguists [CIPL].) Utrecht: Spectrum, 1957. 62 pp.

A glossary of terminology in use in American linguistics from 1925-1950 with explanations and citations for contexts in which items occur. Most of the terms were drawn from *Language, International Journal of American Linguistics, Studies in Linguistics,* and *Word.*

Harris, Zellig S. *Methods in Structural Linguistics.* Chicago: Univ. of Chicago Press, 1951. xvi, 384 pp.

One of the important works on American methodology and theory in linguistics. While it has little immediate application for the teacher of English as a foreign language, it is a very condensed statement of the theory which underlies many of the texts now being prepared.

Hockett, Charles F. *A Course in Modern Linguistics.* New York: Macmillan, 1958. xi, 621 pp.

An introductory course in descriptive linguistics, covering most aspects of the field. Though "the tenor of the book is conservative," it reflects many of the special views of the author. Parts of interest to teachers of English include chapters on phonology, phonology and grammar, grammatical systems, writing, dialect geography, and literature. Six-page bibliography.

Hughes, John P. *The Science of Language: An Introduction to Linguistics.* New York: Random House, 1962. xiv, 305 pp.

An introductory book for the general reader or the student. Emphasizes the histories of various older schools of philology, and briefly mentions

some of the more important recent studies. Examples are generally taken from the classical or more common European languages.

Jones, Daniel. *The Phoneme: Its Nature and Use.* 2nd ed. Cambridge: Heffer, 1962. xviii, 267 pp.

First published in 1950, this is a classic British work on phonetics and the author's concept of the phoneme. Significant for the numerous examples of the ways in which various types of sounds function contrastively in a number of different languages.

Joos, Martin, ed. *Readings in Linguistics: The Development of Descriptive Linguistics in America Since 1925.* 2nd ed. New York: American Council of Learned Societies, 1958. viii, 422 pp.

A collection of significant articles in the field of linguistics published from 1925-1956. Includes discussions of phonology, morphology, and syntax in general and as reflected in various languages, as well as essays on the principles and systems of linguistics.

Lado, Robert. *Linguistics Across Cultures: Applied Linguistics for Language Teachers.* Ann Arbor, Mich.: Univ. of Michigan Press, 1957. 141 pp.

Written in non-technical language, this book demonstrates the role that descriptive linguistics can play in practical language teaching. It deals with the comparison of sound systems, grammatical structures, and vocabulary systems and points out values of contrastive studies. Selected bibliography included.

Pei, Mario A. and Frank Gaynor. *A Dictionary of Linguistics.* New York: Philosophical Library, 1954. 238 pp.

A dictionary of traditional grammatical terms, terminology in the fields of historical and descriptive linguistics, and names, affiliations, and brief descriptions of the major languages and dialects of the world.

Pike, Kenneth L. *Phonemics: A Technique for Reducing Languages to Writing.* Ann Arbor, Mich.: Univ. of Michigan Press, 1947. xx, 254 pp.

A classic in the field of practical phonemics. Includes sections on the analysis and production of phonetic and phonemic units, and analytical procedures. Also includes illustrations and problems for solution.

Sapir, Edward. *Language: An Introduction to the Study of Speech.* New York: Harcourt, Brace, 1921. ix, 242 pp.

This is a classic in the study of language phenomena. It is outdated in part, but still full of important insights into the nature of language.

Smalley, William A. *Manual of Articulatory Phonetics.* Rev. ed. 3 vols. Tarrytown, N.Y.: Division of Foreign Missions, NCCC, 1962-63.

Designed for beginning students, this manual provides material for thirty class hours of instruction. Includes numerous graded drills for each sound-

type, facial diagrams, and explanations for production of each sound. Phonetic theory and transcription based on that of K. L. Pike. Tape recordings available. A *Workbook Supplement* provides exercises for drawing facial diagrams and for phonetic and phonemic transcription practice. *Teacher's Guide* gives lesson plans and suggestions for classroom use of drills.

Psycholinguistics and Sociolinguistics

Bram, Joseph. *Language and Society.* (Doubleday Short Studies in Sociology.) Garden City, N.Y.: Doubleday, 1955. viii, 66 pp.

Emphasizes the role of language at all levels of human society, and at the same time provides a useful survey of the areas covered by linguistic study and research.

Brosnahan, L. F. and J. W. Spencer. *Language and Society: Four Talks Given for the Nigerian Broadcasting Corporation in February 1962.* Ibadan: Ibadan Univ. Press, 1962. 16 pp.

The first three talks contain discussions of the modern understanding of language, the variety of language in the world, and the special relationship between a society and its own language. In the concluding talk all of these factors are applied to the multilingual state where an unrelated official language is imposed upon education, business, and politics to the exclusion of the several vernacular languages of the country. Although special reference is made to Nigeria, comments are applicable to any multilingual state.

Hall, Edward T. *The Silent Language.* Garden City, N.Y.: Doubleday, 1959. 240 pp.

A study of the patterns in which the features of a particular society or culture are organized. Shows how the individual takes for granted certain ways of acting which are part of his own culture, and how we react erroneously to features of a different culture.

Hoijer, Harry, ed. *Language in Culture: Conference on the Interrelations of Language and Other Aspects of Culture.* Chicago: Univ. of Chicago Press, 1954. xi, 286 pp.

A collection of seven papers and discussions which include the Whorf hypothesis, as well as a definition of the problems inherent in the inter-relations of language and the rest of culture.

Saporta, Sol, ed. *Psycholinguistics: A Book of Readings.* New York: Holt, Rinehart, and Winston, 1961. 551 pp.

A collection of writings concerned with areas where psychologists and linguists might collaborate fruitfully. Includes the following sections: Speech Perception; Language Acquisition, Bilingualism, and Language Change; and Linguistic Relativity and the Relation of Linguistic Processes to Perception and Cognition.

THE ENGLISH LANGUAGE

General

Baker, Sidney J. *The Australian Language.* Sydney: Angus and Robertson, 1945. 425 pp.

A survey of how Austral English has evolved from colonial times to the present day. Includes a discussion of what Austral English is, additions to it, its literature, and a study of the Australian accent.

Francis, Winthrop Nelson. *The Structure of American English.* New York: Ronald, 1958. 614 pp.

A grammar including the phonology, morphology, and syntax of English based on modern descriptive linguistics and intended for American college students. Chapter on graphics, and one on American dialects by Raven McDavid. Final chapter on "Linguistics and the Teacher of English." Glossary of technical terms and bibliography.

Hill, Archibald A. *Introduction to Linguistic Structures: From Sound to Sentence in English.* New York: Harcourt, Brace, 1958. xi, 496 pp.

An exposition of the analytical procedures of linguistic science in the investigation of every level of the structure of English from sounds to complex sentences. Intended for American undergraduate or graduate students.

Long, Ralph B. *The Sentence and Its Parts: A Grammar of Contemporary English.* Chicago: Univ. of Chicago Press, 1961. 528 pp. *Structure Worksheets for Contemporary English.* 243 pp.

Carefully organized, comprehensive presentation of the most salient features of English grammar, in general moving from large-scale constructions to smaller ones. Deals mainly with written English but attention also given to sound system and the relation between written and spoken forms, as well as levels of acceptable usage. Accompanying worksheets for use with the text.

Marckwardt, Albert H. *American English.* New York: Oxford Univ. Press, 1958. 194 pp.

A presentation and analysis of the development of American English to show the factors which contributed to the present-day differences between American English and British English. Beginning with the English spoken by the first settlers, the author traces the ensuing contributions of other cultural and linguistic groups, and the innovations and developments in American culture and their reflections in language, touching occasionally upon contemporaneous development or lack of development in England. The author's thesis is that differences between American and British English demonstrate not the existence of two languages but only the natural reflections of differences in culture.

Mencken, H. L. *The American Language: An Inquiry into the Development of English in the United States.* The fourth edition and the two supplements,

abridged, with annotations and new material, by Raven I. McDavid, Jr. with the assistance of David W. Maurer. New York: Alfred A. Knopf, 1963. xxv, 777, cxxiv pp.

A comprehensive treatment of the many aspects of the language situation in the United States. The main body of the text is devoted to the development of American English with emphasis on the contemporary situation, including grammar, pronunciation, spelling, and dialects of modern American English, as well as comparison between this and British English.

Ogden, Charles K. *The System of Basic English.* 3rd ed. New York: Harcourt, Brace, 1944. ix, 322 pp.

Presents the system of Basic English for English-speaking readers, with a discussion of other attempts to simplify language. Includes numerous examples and a list of books on and in Basic English.

Quirk, Randolph. *The Use of English.* With supplements by A. C. Gimson and Jeremy Warburg. London: Longmans, 1962. viii, 333 pp.

Examines many aspects of English, including its international use. Many of the observations contained are the preliminary results of the Survey of English Usage (including American English) which is being conducted at University College, London, under the direction of Professor Quirk. Contents include sections on standard English, problems of usage, variety and range of English in use, etc. Supplements include "The Transmission of Language," by A. C. Gimson, and "Notions of Correctness" by J. Warburg. Contains a few exercises and topics for discussion. Short bibliography and index.

Richards, I. A. *Basic English and Its Uses.* London: Kegan Paul, Trench, Trubner, 1943. 127 pp.

A discussion of the two aims of Basic English which are given as, "the provision of a minimum secondary world language and the designing of an improved introductory course for foreign learners." Also material on what Basic English is, the simplification of English, and available materials on or in Basic English.

Sledd, James. *A Short Introduction to English Grammar.* Chicago: Scott, Foresman, 1959. 350 pp.

A grammar for American college students which attempts to bridge the gulf between conventional schoolroom grammars and the principles and methods of modern linguistics. Contains useful glossary including grammatical terms stating both traditional meanings and their usually accepted modern linguistic interpretation. Gives a linguistically oriented description of English in a step by step progression from sound to sentence.

Smith, Henry Lee, Jr. *Linguistic Science and the Teaching of English.* Cambridge, Mass.: Harvard Univ. Press, 1956. 61 pp.

Brief statement of the need for basing all teaching of English on scientific linguistic description. Introduces some of the principles of structural linguistics to the English teacher and discusses the relationship between the sound and writing systems of English and its implication for reading instruction.

Strang, Barbara M.H. *Modern English Structure.* New York: St. Martin's Press, 1962. x, 201 pp.

A description of British English designed for use by college students with little or no training in linguistics. Discussions on the nature of language, in general, and English, in particular, are followed by chapters on the phonetics and phonemics of English, the structure of utterances, and various form classes. Draws on works of British, American, and European linguists.

Trager, George L. and Henry Lee Smith, Jr. *An Outline of English Structure.* (Studies in Linguistics Occasional Papers, 3.) Norman, Okla.: Battenburg, 1951. 92 pp.

Important analysis of English structure, especially phonology and morphology, on which much that has since appeared has been based. Material highly condensed and difficult for those who have had no linguistic training.

Whitehall, Harold. *Structural Essentials of English.* New York: Harcourt, Brace, 1956. 154 pp.

Intended for teachers of English and students of composition. A concise introduction to linguistics and a linguistically oriented introduction to English syntax. Sections on punctuation, spelling and pronunciation, and word-formation.

History

Baugh, Albert C. *A History of the English Language.* 2nd ed. New York: Appleton-Century-Crofts, 1957. xviii, 506 pp.

Revised edition of the well-known standard college text on the history of the English language, bringing it up to date from the point of view of facts and scholarly thinking. A first general chapter on "English Present and Future." Remainder traces the history of the language from earliest times from point of view of sounds and inflections as well as political, social, and intellectual forces that have affected it. Parts on American dialects rewritten in the light of recent linguistic work. Careful bibliographies with each chapter.

Bloomfield, Morton W. and Leonard Newmark. *A Linguistic Introduction to the History of English.* New York: Knopf, 1963. xvii, 375, xx pp.

Intended to serve as an introduction to the study of English linguistics. Discusses the history of the English language through a variety of linguistic approaches. Material includes phonology, comparative linguistics, Old English morphology, Middle English dialects, Early Modern English grammar, and vocabulary and word formation. Appendices include: The Evolution of the Root Vowels in the First Six Classes of O. E. Strong Verbs; Selective Bibliography; and Index of Morphemes, Words, and Phrases.

Bryant, Margaret M. *Modern English and Its Heritage.* 2nd ed. New York: Macmillan, 1962. xvi, 492 pp.

A text on the English language intended for both the college student and the general reader. Contains major sections on the historical background, speech

sounds and letters, words, and grammar and usage. A bibliography and list of suggested topics for research and class work follow each chapter.

Jespersen, Otto. *Growth and Structure of the English Language.* 9th ed. Oxford: Blackwell, 1948. iv, 244 pp.

A well-known historical outline concerned primarily with vocabulary and the influence exerted on it by French, Latin, Greek, the Scandinavian, and other languages. Though largely traditional, it offers an interesting introduction to historical linguistics.

Robertson, Stuart. *The Development of Modern English.* 2nd ed., revised by F. G. Cassidy. New York: Prentice-Hall, 1954. 469 pp.

A history of the English language designed for the student or general reader. Includes chapters on the nature of language, history of English inflections, sources of the vocabulary, spelling, pronunciation, and usage. Contains references for further reading and a glossary of linguistic terms.

PHONOLOGY

GENERAL

Bronstein, Arthur J. *The Pronunciation of American English: An Introduction to Phonetics.* New York: Appleton-Century-Crofts, 1960. xvi, 320 pp.

Outlines present-day American English in phonetic, mostly articulatory, terms. Includes discussions of some basic concepts and terminology and deals with standard and other usage, phonetics and phonemics, American dialects, the segmental sounds of English, sound changes, stress, and pitch. Questions and sources for further study with each chapter. IPA transcription. Provides facial diagrams, charts, maps, etc.

Buchanan, C. D. *A Programed Introduction to Linguistics: Phonetics and Phonemics.* Boston: D. C. Heath, 1963.

A self-instructional course presented in a series of frames, with answers given in the margin on the same page. Includes sections on the linguist and language, and on the segmental and suprasegmental phonemes of English.

Christophersen, Paul. *An English Phonetics Course.* London: Longmans, 1956. viii, 216 pp.

A handbook-guide to British English pronunciation (Received Pronunciation) for West Africans. Transcription is IPA broad. Numerous articulatory descriptions, diagrams, and practice word-lists. Some work on intonation with musical notation and the lines-and-dots marking system. A little work on relation of spelling to phonology. Short bibliography including available phonograph records.

Gimson, A. C. *An Introduction to the Pronunciation of English.* London: Edward Arnold, 1962. xv, 294 pp.

Discusses phonetic realizations of the English phonemes, spelling forms,

historical sources, and linguistic implications of the sound system of modern standard British English. Includes some comments for the foreign learner.

Jones, Daniel. *An Outline of English Phonetics.* 8th ed. Cambridge: Heffer, 1957. xx, 378 pp.

This is a revised and re-set edition of the standard, comprehensive text first published in 1918. Describes English (Southern British) pronunciation in most of its aspects, particularly from the point of view of the foreign learner. Introduction has sections on difficulties of pronunciation and how to surmount them. New appendix on "Types of Phonetic Transcription." Appendix on American pronunciation. Bibliography.

———. *The Pronunciation of English.* 4th rev. ed. Cambridge: Cambridge Univ. Press, 1956. xxiv, 223 pp.

Fourth edition of the classic first published in 1909 and completely rewritten for the third edition in 1950. Describes British "Received Pronunciation" with frequent reference to other dialects of English. Divided into two parts. Part I, Phonetic Theory, includes types of pronunciation, organs of speech, sounds and letters, principles of transcription, English speech sounds in detail, stress, intonation, practical ear training, etc. Part II, Phonetic Texts, has 21 passages transcribed phonetically. Numerous diagrams.

Kenyon, John Samuel. *American Pronunciation: A Textbook of Phonetics for Students of English.* 10th ed. Ann Arbor, Mich.: George Wahr, 1950. x, 265 pp.

For American college students. Observations based on cultivated pronunciation of locality of the author—the Western Reserve of Ohio—this being considered representative of the "speech of the North." Many changes in this tenth edition. Uses IPA transcription. Includes chapters on organs of speech, consonants, vowels, the syllable, stress, and spelling-pronunciation.

King, Harold V. *English Phonology: Guide and Workbook.* Ann Arbor, Mich.: Ann Arbor Publishers, 1961. 27 pp.

The discussion and exercises cover the segmental and suprasegmental phonemes and their arrangements. The approach is structural and terminology simple. Slightly modified Trager-Smith phonemic notation.

Kruisinga, E. *An Introduction to the Study of English Sounds.* 12th ed. Groningen: Noordhoff, 1960. ix, 180 pp.

A very detailed study of English phonetics (British usage), first published in 1914. Uses narrow IPA transcription and numerous charts, physiological descriptions, and photographs. In many ways it is a comparative study of Dutch and British phonology. Primarily descriptive, but contains exercises, questions, word-lists and a section on spelling.

Leutenegger, Ralph R. *The Sounds of American English: An Introduction to Phonetics.* Chicago: Scott, Foresman, 1963. [vii], 168 pp.

A textbook of phonetics of American English for speech students at the university level. Uses IPA transcription and includes many oral drill and

transcription exercises. Contains crossword puzzles in phonetic transcription and a short bibliography.

Mitchell, A. G. *The Pronunciation of English in Australia.* Sydney: Angus and Robertson, 1946. 80 pp.

An account of the pronunciation of Australian English and its differences from educated Southern British English. Some articulatory diagrams and IPA transcription. The book is especially concerned with emotional attitudes toward Australian speech.

———. *Spoken English.* London: Macmillan, 1957. vi, 238 pp.

A normative text, employing extensive phonetic (IPA) transcription of texts. Material includes: aims and methods, segmentals, suprasegmentals, variant pronunciations, suggestions for Australian teachers. Many diagrams, palatograms, etc.

Shen, Yao. *Articulation Diagrams of English Vowels and English Consonants: (Especially for Teachers of English as a Foreign Language).* Ann Arbor, Mich.: Univ. of Michigan, 1958. 52 pp.

Clear, large diagrams with positions of articulatory organs described verbally beside them.

———. *English Phonetics: (Especially for Teachers of English as a Foreign Language).* Ann Arbor, Mich.: Author, 1962. 239 pp.

Content takes teacher "from spelling versus pronunciation through the mechanism of speech production, phonetic difference, phonemic contrast, to intonation." Describes Midwestern American English. Explanations, large clear diagrams of speech organs, and diagrams illustrating production of specific sounds in English. Numerous exercises.

Thomas, Charles Kenneth. *An Introduction to the Phonetics of American English.* 2nd ed. New York: Ronald Press, 1958. x, 273 pp.

Text of the phonology of American English for elementary courses in phonetics or voice and speech improvement or correction. Survey of allophonic variants of segmental phonemes. Exercises. Specimens of some of the regional dialects in phonetic transcription. Bibliography. Index.

Ward, Ida C. *The Phonetics of English.* 4th ed. Cambridge: Heffer, 1954. xv, 225 pp.

A handbook of English phonetics primarily for English teachers who do remedial work with native speakers. Treats segmental articulatory phonetics with numerous illustrations, diagrams, and narrow IPA transcription. Intonation is marked with dots and lines on various levels. Major headings include standard pronunciation, correction of pronunciation, qualifications of the teacher, organs of speech, vowels and consonants, and a chapter on British English and American English. Appendices include: Suggested Course for Training Colleges; Exercises in Ear Training. Also bibliography and index.

Wise, Claude Merton. *Introduction to Phonetics.* Englewood Cliffs, N.J.: Prentice-Hall, 1958. x, 251 pp.

A discussion of important principles and areas of phonetics for the layman and student of English as a foreign language. Contains sections on symbols, production and classification of speech sounds, sound change, and the sounds of English speech. Second part includes a description of the general characteristics of Midwestern, Southern, and Eastern American English, and of standard Southern British English.

INTONATION AND STRESS

Armstrong, Lilias E. and Ida C. Ward. *A Handbook of English Intonation.* 2nd ed. Cambridge: Heffer, 1931. viii, 124 pp.

A well-known British text. Uses IPA for segmentals and its own system for stress and pitch. Appendix of orthographic texts with stress and phrase markings following the main body of text.

Arnold, G. F. *Stress in English Words.* Amsterdam: North-Holland, 1957. 96 pp.

Takes into account vowel quality and stress-type distribution and attempts to account for all patterns.

Kingdon, Roger. *Groundwork of English Intonation.* London: Longmans, 1958. xxi, 272 pp.

Comprehensive analysis and classification of the basic significant elements of British English intonation. Material includes tones, initial and final unstressed syllables, simple tunes, devices for giving emphasis, combined tunes, "adjections," compound tunes, complex tones, sentence stress, and utterances and their tunes. Includes a chapter on classification of tunes and another outlining comparative tonetics. Abundant illustrations using system of tonetic stress marks devised by Kingdon.

———. *The Groundwork of English Stress.* London: Longmans, 1958. xv, 224 pp.

A thorough work on stress patterns of words in British English. Useful as a reference book for teachers, as it has an abundance of examples of different stress patterns. Space is devoted to differences between English and American word stress.

Pike, Kenneth L. *The Intonation of American English.* (University of Michigan Publications in Linguistics, Vol. I.) Ann Arbor, Mich.: Univ. of Michigan Press, 1945. xi, 203 pp.

A detailed analysis of American English intonation. Survey of earlier work on the subject in an extensive bibliography and in an early chapter. Main section of monograph covers specific intonation contours. Examples given of each contour. Also includes sections on practical utilization in language analysis and language teaching, and numerous marked passages. Disc recording available.

Schubiger, Maria. *English Intonation: Its Form and Function.* Tübingen: Max Niemeyer, 1958. 112 pp.

English intonation for very advanced students. Part One describes the tone-patterns of English and the function of intonation. Part Two deals with the conditioning of intonation by sentence stress, with discussions of variations conditioned by context, sentence structure, and emotion.

SPELLING

Friederich, Wolfgang A. *English Pronunciation: The Relationship between Pronunciation and Orthography.* Trans. by R. A. Martin. London: Longmans, 1958. xvi, 80 pp.

Reference work for intermediate and advanced foreign students. States in simple and concise descriptive terms certain regularities in British English pronunciation. Particular attention paid to incidence of stress. Formulates both general and specific rules, and "exceptions." IPA transcription.

Hall, Frances Adkins and Eleanor H. Brenes. *Spelling Patterns: A Review Speller.* 2 vols. Ithaca, N.Y.: Linguistica, 1959-60.

Based on the American Vest Pocket Dictionary and the Thorndike-Lorge frequency count, the word-list in this book includes the 5000 most frequently used words in current American English. The first section includes a list of vocabulary items in which the graphemes stand in one-to-one correspondence with the phonemes. Following sections each take up one type of departure from the norm. The *Teacher's Manual for Spelling Patterns* includes discussions of the phoneme, grapheme, and methodology. Many tests included. Although written for use in American public schools, these volumes should be of help to teachers of English as a foreign language.

Hall, Robert A., Jr. *Sound and Spelling in English.* Philadelphia: Chilton, 1961. 34 pp.

Discusses the relation of spelling to sound, of phonemes to graphemes in English, the regularity of English graphemics, and regularity and gradation in teaching reading and spelling. Includes table of the graphemic representation of American English phonemes.

Williams, Ralph M. *Phonetic Spelling for College Students.* New York: Oxford Univ. Press, 1960. vi, 180 pp.

Leads the student to make "phonetic generalizations" ("observations on the way the language usually represents sounds or handles specific spelling situations"). Many exercises. For improving the spelling of high school or college students, but might be helpful to advanced foreign students.

PRONOUNCING DICTIONARIES

Jones, Daniel. *Everyman's English Pronouncing Dictionary.* 12th ed. London: J. M. Dent, 1963. xliv, 539 pp.

Standard work on British "Received Pronunciation." Ordinary spelling followed by transcription. Glossary of phonetic terms at end.

Kenyon, John S. and Thomas A. Knott. *A Pronouncing Dictionary of American English.* 4th ed. Springfield, Mass.: G. and C. Merriam, 1953. lvi, 484 pp.

Includes the great body of common words in use in America. Gives the pronunciation of what is "rather vaguely called standard speech." Uses IPA transcription. Records variety of pronunciations where there are differences, either regional or in the pronunciation of educated people.

GRAMMAR

GENERAL

Allen, Robert L. "The Classification of English Substitute Words." *GL* 5.7-20 (1961).

The author describes a variety of substitute words "in accordance with their various domains," that is, the form-class or construction-class which the substitute word may replace.

Beker, Miroslav. "Notes on the Notional Passive." *ELT* 16:4.189-91 (1962).

Suggests that fuller explanation should be provided for English verbs which are active in form but passive in meaning since they appear frequently and present great problems.

Bolinger, Dwight L. *Interrogative Structures of American English: The Direct Question.* (American Dialect Society, Publication 28.) University, Ala.: Univ. of Alabama Press, 1957. viii, 184 pp.

Formalized and philosophical treatment of question forms in English as based on the writer's idiolect. Major topics are multiple-choice questions and explanatory questions. Some attention to intonation.

Bowen, J. Donald. "Number in English Nouns." *MSTEQ* 11:2-3.27-33 (1961).

A survey of the plural in English as an obligatory category in the spoken and written languages.

Bruton, J. G. "The Verb 'Have'." *ELT* 10:4.132-35 (1956).

Compares use and teaching of "to be" and "to have." Three uses of "have" as an anomalous finite and another five as an "ordinary" verb distinguished and discussed.

Cartledge, H. A. "The Articles in English." *ELT* 14:3.107-17 (1960).

Traces some "contemporary tendencies" in the use of articles. Suggestions for teaching in light of these tendencies. Sample analysis presented.

Eyestone, Maynard M. "Subordinate Clauses and Interruption Clauses." *LL* 12:4.293-97 (1962).

Defines "clause-modifying clauses" and "interruption clauses" after a discussion of seven examples.

Fries, Charles C. "The Periphrastic Use of *Shall* and *Will* in Modern English." *LL* 7:1-2.38-99 (1956-57).

Investigates the origin and development of the conventional grammatical rules concerning "shall" and "will", describes their usage in English drama from the middle of the sixteenth century to the present time, and compares contemporary American and British usage.

———. *The Structure of English: An Introduction to the Construction of English Sentences.* New York: Harcourt, Brace, 1952. ix, 304 pp.

A grammar of spoken English (based on telephone conversations) treated by methods of modern linguistics. This book has had great influence on several subsequent grammars of American English that have been published since its appearance, and a great number of American English courses for foreigners have based their structural materials on its contents.

Gleitman, Lila R. "Pronominals and Stress in English Conjunctions." *LL* 11:3-4.157-69 (1961).

A study, using generative theory and terminology, of the distribution of "one" and possible pronominal ambiguities. Resolution is achieved through study of conjunctions and stress.

Hill, Leslie A. "Form Classes and Sub-Classes." *LL* 8:3-4.5-13 (1958).

Discusses the patterning in English of determiners, modifiers of nouns, and modifiers of modifiers.

———. "Position and Order of Modifier-Modifiers." *LL* 11:1-2.63-70 (1961).

A discussion of five classes of expressions which modify other modifying expressions in a phrase, clause or sentence.

Hornby, Albert S. *A Guide to Patterns and Usage in English.* London: Oxford Univ. Press, 1954. xvii, 261 pp.

A reference book on British English idiomatic usage. Traditional British grammatical terminology is used, but in the order of presentation stress is laid on the formation of patterns rather than their analysis. Approximately half the book is devoted to verb patterns. The rest deals with adjectives, nouns, pronouns, adverbials, and the patterns in which they occur. The last section of the book is devoted to various concepts such as intention, possibility, permission, promises, and threats, and ways of expressing them.

King, Harold V. *English Morphology: Guide and Workbook.* Ann Arbor, Mich.: Ann Arbor Publishers, 1961. 33 pp.

Simple presentation from the structural point of view of the following aspects of English morphology: elements of word-formation; plural inflection; verb inflection; comparative and superlative; personal pronouns; derivational suffixes; compounding. Exercises.

———. *Guide and Workbook in English Syntax.* Ann Arbor, Mich.: Ann Arbor Publishers, 1961. 42 pp.

Discussion and presentation following immediate constituent analysis of basic elements of syntax, substantive expressions, internal structure of

predicates, verb phrases, parts of speech, construction, and sentences. Many exercises.

Lees, Robert B. *The Grammar of English Nominalizations. IJAL* 26, Part II:3.1-205 (1960).

An early general summary of the rules of a transformational grammar of English, as illustrated by the set of rules by which new nouns are created. The aim is to isolate the technical problems involved in the construction of an adequate theory of English sentences. The language is highly technical. The author has written introductions to the second and third printings of the study, in which he updates his work somewhat and answers several criticisms. Appendices include "English Nominal Phrases," "Comparison with German Nominals," and a "Brief Sketch of Turkish Nominals." A selected bibliography is also provided.

Nida, Eugene A. *A Synopsis of English Syntax.* Benjamin Elson, ed. Norman, Okla.: Summer Institute of Linguistics, Univ. of Oklahoma, 1960. lxviii, 233 pp.

Written in 1943 as the author's doctoral dissertation. English constructions are described in terms of immediate constituents. Contains many useful lists of words which function as syntactic classes.

Prator, Clifford H. "Adjectives of Temperature." *ELT* 17:4.158-64 (1963).

Discusses usage of the terms "cold, cool, warm" and "hot" and their relationships to one another with comments on the way in which other languages cover the same area of experience in different ways.

Quirk, Randolph. "From Descriptive to Prescriptive: An Example." *ELT* 12:1.9-13 (1957).

Suggests that descriptive analyses of English grammatical usage are needed to supply data for "a new and objectively based prescriptivism." Example concerned with the restrictive relative clauses.

Roberts, Paul. *English Sentences.* 2 vols. New York: Harcourt, Brace and World, 1962.

Intended for American high school students, and based largely on work done on transformational generative grammar, as interpreted by the author. Exercises following each section. *Teacher's Manual* accompanies text.

———. *Patterns of English.* New York: Harcourt, Brace, 1956. 39, v, 314 pp.

Intended for American high school or college students and based on the findings of modern descriptive linguistics. Letters are assigned to word classes and used to create construction formulas, indicating constituents and arrangements. Section on punctuation and its relation to suprasegmental phonemes. Teacher's edition contains a prefatory section, "The Linguistic Approach," and a section on specific points in teaching the various chapters of the text.

Sopher, H. "Sequence of Adjectives." *ELT* 16:4.192-98 (1962).

Defines the restrictive and coordinated sequences of adjectives, gives examples, and describes the seven stylistic factors which govern the order of coordinated sequences in a noun phrase.

Stokoe, William C., Jr. *The Calculus of Structure: A Manual for College Students.* Washington, D. C.: Gallaudet College, 1960. iv, 92 pp.

A concise exposition, partly through symbols, of the structures found in English sentences and of the relation of structural and referential meaning.

Twaddell, W. Freeman. *The English Verb Auxiliaries.* 2nd rev. ed. Providence, R.I.: Brown Univ. Press, 1963. 26 pp.

A study of the auxiliaries of the English verb system with special emphasis on the modals. A synthesis of current theory on this subject of English syntax.

West, Michael. "Conversational Tags." *ELT* 17:4.164-67 (1963).

Discusses the usage of those expressions which are employed "when one wishes to speak without saying anything."

Wood, Frederick T. "Verb-Adverb Combinations: The Position of the Adverb." *ELT* 10:1.18-25 (1955).

Examines and gives examples of usage and discusses some of the factors that help determine usage.

REFERENCE GRAMMARS

Jespersen, Otto. *A Modern English Grammar on Historical Principles.* 7 vols. London: Allen and Unwin, 1909-49.

Comprehensive and detailed work which had a lasting influence on the writing of English grammars, particularly in Europe. Illustrations mainly from standard British authors. Parts II-VII discuss morphology and syntax in a rather complicated order and under a variety of headings. Part VII was completed and edited by Niels Haislund. Exhaustive indexes and tables of contents in each part. Other works by Jespersen embodying the same principles include *Essentials of English Grammar* and *The Philosophy of Grammar.*

Kruisinga, E. *A Handbook of Present-Day English. Part I: English Sounds.* 4th ed. Utrecht: Kemink en Zoon, 1925. *Part II: English Accidence and Syntax.* 5th ed. 3 vols. Groningen: Noordhoff, 1931-32.

A comprehensive description of literary English by a prominent European scholar. *Part I* has three main sections: General Phonetics, English Phonetics, and Sounds and Symbols. Also includes a bibliography, a word list, and a list of proper names. In *Part II* the first book deals with verbs; the second with nouns, adjectives and adverbs, pronouns, prepositions, conjunctions, and archaic and literary English; the third with word-formation, syntactic word-groups, the simple and the compound sentence, loose sen-

tence groups, special types of sentence-structure, form, function, and meaning of sentences.

——— and P. A. Erades. *An English Grammar: Accidence and Syntax.* 8th ed. 2 vols. Groningen: Noordhoff, 1953-60.

Revised and enlarged edition of a descriptive meaning-based treatment of present-day English accidence and syntax, first published in 1911 as *An English Grammar for Dutch Students* by E. Kruisinga. Major changes and addition in sections on the preterite, the progressive, adverb clauses, and concord.

Palmer, Harold E. and F. G. Blandford. *A Grammar of Spoken English on a Strictly Phonetic Basis.* Cambridge: Heffer, 1939. xxxviii, 679 pp.

A review grammar, first published in 1924, which is organized along traditional lines but based in large part on spoken usage. Major headings include: Phonology (Daniel Jones); Parts of Speech; Parts of the Sentence; Logical Categories.

Poutsma, H. *A Grammar of Late Modern English.* 5 vols. Groningen: Noordhoff, 1914-29.

A comprehensive meaning-oriented survey. Part II is subtitled "For the use of continental, especially Dutch, students," but there is occasional reference to Dutch in both parts. Detailed comment on each point, with thousands of illustrative quotations ranging from Shakespeare, Spencer, and the Authorized Version of the Bible to modern works of the early 20th century.

Sack, F. L. *The Structure of English: A Practical Grammar for Foreign Students.* Berne: A. Francke, 1954. xviii, 208 pp.

A concise but comprehensive reference grammar of British English intended for advanced students. Contains a section on intonation and pronunciation, and phonetic transcription is used throughout text to indicate the pronunciation of certain items. On the whole, traditional terminology is used, but stress is laid on usage. Intended for use with a companion volume, *English Exercises* [see entry under Sack, *RLM:I*].

Scheurweghs, G. *Present-Day English Syntax: A Survey of Sentence Patterns.* London: Longmans, 1959. xx, 434 pp.

A survey and reference grammar of English sentence structure primarily concerned with syntax. Approach rather traditional. Material well organized and illustrated wtih many examples from written sources. Orientation British. Appendices include: The Grammatical Forms of English, and Explanation of Grammatical Terms.

Zandvoort, Reinard W. *A Handbook of English Grammar.* London: Longmans, 1957. xii, 351 pp.

This is a revised, unilingual edition of the standard reference grammar first published for Dutch students. Dutch parallels have been omitted and replaced by other comparisons. The approach, though traditional, is descrip-

tive. Clear, precise information on most points of present-day English grammar is methodically presented. Transcription is occasionally used to indicate pronunciation, but there is no section on phonology. The appendix contains a variety of diverse information, including the usual list of irregular verbs, and a one-page section on American English.

VOCABULARIES

Ball, W. J. *A Practical Guide to Colloquial Idiom.* London: Longmans, 1958. xi, 259 pp.

Over 1500 common everyday "idiomatic" words and phrases and proverbial sayings for advanced foreign students of British English. Distinction is made between idioms recommended for use in conversation and for recognition only. Explanations of each idiom and exercises on its use. "A Note on Idiom" follows the preface.

Bongers, Herman. *The History and Principles of Vocabulary Control (As it Affects the Teaching of Foreign Languages in General and of English in Particular).* 3 vols. Woerden, Holland: Wocopi, 1947.

Three thousand head-words compiled from previous counts which are summarized. Bibliography.

Collins, Vere H. *A Book of English Idioms.* 3rd ed. London: Longmans, 1958-60. xiii, 258 pp.; *A Second Book of English Idioms with Explanations,* x, 256 pp.; *A Third Book of English Idioms with Explanations,* x, 205 pp.

Provides explanations of and comments on 1015 frequently used British English idioms. Also contains many colloquial, slang, and foreign phrases adopted into English. Some of the obsolete, obsolescent, colloquial, and slang items marked. Much discussion of sources and history.

Fries, Charles C. and A. Aileen Traver. *English Word Lists: A Study of Their Adaptability for Instruction.* (Prepared for the Committee on Modern Languages of the American Council on Education.) Ann Arbor, Mich.: Wahr, 1950. ix, 109 pp.

Describes and evaluates a number of word lists and methods used in vocabulary selection. Chapter VII compares and discusses lists for English as a second language. Chapter VIII analyzes and compares seven English lists which include the *Basic English* list by Ogden, *Standard English Vocabulary* by Palmer, *The Teacher's Word Book* by Thorndike, and *Interim Report on Vocabulary Selection.* Extensive bibliography at end.

George, H. V. *A Verb Form Frequency Count: Application to Course Design, Grammatical Implication.* (Monograph of the Central Institute of English, No. 2). Hyderabad, India: Central Institute of English, 1963. 45 pp.

Lorge, Irving. *The Semantic Count of the 570 Commonest English Words.* New York: Teachers College, Columbia Univ., 1949. xiii, 187 pp.

Supplements *A Semantic Count of English Words* by Irving Lorge and

Edward L. Thorndike, published in 1938. Provides relative frequency of the different meanings of the 570 commonest English words. Gives frequency ratings of each meaning as defined in the *Oxford English Dictionary*. Meanings are referred to by code, so reference to the *OED* is necessary.

Report on a Verb-Form Frequency Count. (Monograph of the Central Institute of English, No. 1.) Hyderabad, India: Central Institute of English, 1963. 51 pp.

An account of the purpose, application, presentation, and validity of the verb-form frequency count conducted by the Methods Department of the Institute under the guidance of H. V. George. Detailed statistics are included.

Thorndike, Edward L. and Irving Lorge. *The Teacher's Word Book of 30,000 Words.* New York: Bureau of Publications, Teachers College, Columbia Univ., 1944. xii, 274 pp.

This list gives the frequency of occurrence of each word, its importance in current popular reading for adults (as shown by the Lorge magazine count), and its importance in juvenile reading. The introduction gives instruction on the use of the list for classes of English-speaking children and for adults who are trying to improve their knowledge of English. The last section contains lists of the 500 words occurring most frequently and of the 500 occurring next most frequently.

West, Michael P. *A General Service List of English Words with Semantic Frequencies and Supplementary Word-List for the Writing of Popular Science and Technology.* London: Longmans, 1953. xiii, 588 pp.

This is a revised edition of the *Interim Report on Vocabulary Selection* (1936). Contains approximately 2000 entries. These are given in alphabetical order with their most frequent meanings in written English indicated in order, and illustrated with sentences.

DIALECTOLOGY

Atwood, E. Bagby. *A Survey of Verb Forms in the Eastern United States.* (Studies in American English, 2.) Ann Arbor, Mich.: Univ. of Michigan Press, 1953. viii, 53 pp., maps.

Presents variant verb inflections gathered from field records of the *Linguistic Atlas of the United States and Canada.* Attempts to demonstrate that in the verbal system usage is sharply divided along social lines. Includes information on tense forms, personal forms of the present indicative, number and concord, negative forms, infinitive and present participle, and phrases.

Brook, G. L. *English Dialects.* London: Deutsch, 1963. 232 pp.

A description of English dialects for the general reader, with an introductory chapter on dialect and language. Includes an account of Old, Middle, and Modern English and sections on present day English overseas, dialect research, and class and occupational dialects.

Bryant, Margaret M., ed. *Current American Usage.* New York: Funk and Wagnalls, 1962. xxiv, 290 pp.

A reference work describing some points of usage of 240 alphabetical entries in the following dialect areas of the United States: the North, the North Midland, the South Midland, the North Central States, and the Upper Midwest. The standard English usage levels discussed are formal, informal, and colloquial English. Dialect areas, types of informants, and much of the material are based on the *Linguistic Atlas of America and Canada.*

Kurath, Hans. *A Word Geography of the Eastern United States.* Ann Arbor, Mich.: Univ. of Michigan Press, 1949. xi, 88 pp., maps.

A description of the vocabulary usage in the Eastern United States, including 163 dialect maps and descriptions of the speech areas and regional and local words involved.

——— and Raven I. McDavid, Jr. *The Pronunciation of English in the Atlantic States.* (Studies in American English, 3.) Ann Arbor, Mich.: Univ. of Michigan Press, 1961. xi, 182 pp., maps.

A detailed description of English based on the collections of *The Linguistic Atlas of the Eastern United States.* Chapters include: Regional Dialects of Cultivated Speech, The Regional and Social Dissemination of the Diaphones of Stressed Vowels, Regional and Social Differences in the Incidence of Vowels and Consonants.

Malmstrom, Jean and Annabel Ashley. *Dialects — U.S.A.* Champaign, Ill.: National Council of Teachers of English, 1963. ix, 62 pp.

Written as a textbook for use in secondary schools, this is a simple presentation of the findings of American linguistic geographers. Included is a chapter with bibliography of studies in linguistic geography.

BIBLIOGRAPHIES

American Library Association. *Books for Adult Beginners.* 3rd ed. Chicago: American Library Association, 1954. 66 pp.

An annotated bibliography of readers and texts for use in adult elementary education courses. Includes material for use with non-native speakers of English and supplementary reading arranged according to school-class proficiency.

Baker, Hugh S. *A Check List of Books and Articles for Teachers of English as a Foreign Language.* (NAFSA Studies and Papers, English Language Series, 5.) New York: The National Association of Foreign Student Advisers, 1959. 14 pp.

A bibliography of some 443 items, not annotated. Designed as supplement to Lado's *Annotated Bibliography for Teachers of English as a Foreign*

Language [see below], bringing it up to date through 1958, though omitting some of Lado's sections.

English-Teaching Information Centre. *English-Teaching Bibliography*. London: The British Council, 1963. *Supplements* 1965 —.

An annotated bibliography intended to provide for the needs of those professionally concerned with the teaching of English as a second or foreign language. Selective treatment of background materials in psychology, linguistic theory, and teaching technique. Includes sections on the English language, teacher training, audio-visual aids, tests, and dictionaries. Sections on courses and textbooks contain only books published in Great Britain.

English Teaching Materials. Tokyo: The United States Information Service, 1963. 30 pp.

An annotated bibliography for teachers of English in Japan. Contains sections on methods and techniques, language and linguistics, general teaching aids, and textbooks.

Frank, Marcella. *Annotated Bibliography of Materials for English as a Second Language*. New York: National Association of Foreign Student Advisers, 1960. ii, 28 pp. *Supplement* (NAFSA Studies and Papers, English Language Series, 6.), 1962. 19 pp.

A selective, annotated bibliography for teachers of English as a second language. Covers a wide range in time of publication and in types of materials included. Organized into sections on Materials for the Student, and Materials for the Teacher. Uses asterisks to indicate level of textbooks.

Johnston, Marjorie C. and Arno Jewett. *References for Teachers of English as a Foreign Language*. (Resources for Teaching English, Circular 401, Revised.) Washington, D.C.: U.S. Office of Education, 1956. 9 pp. *Supplement*, 1958. 6 pp.

Partially annotated bibliography of materials for teachers, recent textbooks, and tests, with a list of publishers' addresses.

Lado, Robert. *Annotated Bibliography for Teachers of English as a Foreign Language*. Washington, D.C.: U.S. Government Printing Office, 1955. vii, 244 pp.

An annotated 720-item bibliography covering many aspects of teaching English as a foreign language both in the U.S. and abroad from 1946 to 1954. The first part, materials for the teacher, is selective; the section on materials for the student is more inclusive. A very reliable survey of the literature available at the time.

MLA International Bibliography of Books and Articles on the Modern Languages and Literatures for 19—. New York: New York Univ. Press, 1956—.

For the period 1919-1956, the Modern Language Association published an annual "American Bibliography for 19—" limited to American authors. Current bibliography, 1956— is international in coverage.

Modern Humanities Research Association. *Annual Bibliography of English Language and Literature.* Cambridge: Cambridge Univ. Press, 1921 —.

An annual bibliography listing the year's publications in English language and literature. Includes sections on the sounds of speech, dictionaries and grammars, vocabulary, and syntax.

New York Public Library. *Easy Reading for Adults: Three-hundred Titles Helpful to Living in America.* New York: N.Y. Public Library, 1954. 62 pp.

An annotated bibliography of books for adults, both native and foreign, with limited reading ability. Includes picture books, readers, and information and reference books. Annotations cover type of reader for whom book is suitable, style of writing, type of material, and format.

Ohannessian, Sirarpi. *Interim Bibliography on the Teaching of English to Speakers of Other Languages.* Washington, D.C.: Center for Applied Linguistics, 1960. vi, 53 pp.

A selective annotated bibliography, containing approximately 140 items, most of which have appeared since 1955. Consists of three main sections: background readings on linguistics, language problems, and the English language; methodology on foreign language teaching in general and the teaching of English as a foreign language; textbooks for schools, adults, special background and occupations, and a set of readers.

———. *30 Books for Teachers of English as a Foreign Language.* Washington, D.C.: Center for Applied Linguistics, 1963. 12 pp.

The third edition of a selective annotated bibliography designed for use by Americans going overseas to teach English as a foreign language. Sections are: background readings, methodology, and textbooks.

Ollmann, Mary J., ed. *MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools.* New York: Modern Language Association of America, 1962. vi, 162 pp.

Materials for teachers of specific languages. Of general interest is section on "All Languages" which includes bibliographies, books on methodology, films, filmstrips, slides, language laboratories, linguistics and language learning, and periodicals.

Permanent International Committee of Linguists. *Linguistic Bibliography for the Year 19— and Supplement for Previous Years.* Utrecht & Antwerp: Spectrum, 1949—.

An important international bibliography of books and articles on linguistics with exhaustive coverage of the field. Sections on General Works, General Linguistics and Related Branches of Study, Interrelations between Language Families, and thorough coverage of works on language families and individual languages. Currently listing more than 10,000 entries per volume.

Scheurweghs, G. *Analytical Bibliography of Writings on Modern English Morphology and Syntax 1877-1960. Part I.* Louvain: Nauwelaerts, 1963. xii, 293 pp.

Material listed in nine sections: American, British, Dutch, French, German, and Scandinavian periodicals; miscellanies; collected papers; and selections from miscellaneous periodicals. Items are arranged by periodical in chronological order.

PERIODICALS

Bulletin of the Central Institute of English. Hyderabad, India: The Central Institute of English, 1961 —. Annual.

Articles on the teaching of English in India, including reports on programs and conferences, and book reviews.

The Canadian Modern Language Review. Toronto: Ontario Modern Language Teachers' Association, 1944 —. Quarterly.

For teachers of modern languages in Canadian schools. Most of the articles are concerned with the teaching of French, but each issue also contains several articles on developments in audio-visual aids.

Cizí Jazyky ve Škole. Prague: Státní pedagogicke nakladatelství, 1957 —. 10 nos. a yr.

Contains articles for teachers of German, English, French, Spanish and Latin. Included are articles on literature, language, and methodology. Book reviews and exchange of experiences are regular features of each issue.

ELEC Bulletin. Tokyo: English Language Education Council, Inc., 1961—. Quarterly.

Articles on linguistics, methodology, and problems of teaching English, primarily in Japanese high schools. Articles in English and/or Japanese.

English — A New Language: A Bulletin for Teachers of New Australians in Continuation Classes. Sydney: Commonwealth Office of Education, 1951 —. 6 nos. a yr.

Contains articles on problems of teaching English to immigrants of various language backgrounds. Practical suggestions on teaching lessons and exercises included in most issues.

English Language Teaching. London: Oxford Univ. Press, 1945 —. Quarterly.

Concerned mainly with the teaching of English as a foreign language and reflecting British theory and practice in this field. It has book reviews, a correspondence section, and a section entitled "Question Box" in which questions from teachers, mostly on specific problems of grammar and usage, are answered.

English-Teaching Abstracts. London: The British Council, 1961 —. Quarterly.

A review of studies related to English language teaching appearing in current periodicals.

English Teaching Forum. Washington, D.C.: Information Center Service of the United States Information Agency, 1963—. Quarterly.

Articles of general interest to teachers of English as a foreign language. Included are articles on applied linguistics and methodology. Overseas teachers must subscribe through their local Cultural Center of the U.S. Embassy, or at the American cultural center or language institute. Formerly called *English Teaching Newsletter.*

Inostrannye Jazyki v Škole. Moscow: Ministry of Education, RSFSR, 1937—. 6 nos. a yr.

An official publication for Russian foreign language teachers including articles on methodology and language. There is a section on teaching materials as well as book reviews in most issues.

IRAL, International Review of Applied Linguistics in Language Teaching. Heidelberg, Germany: Julius Groos, 1963—. 4 nos. a yr.

Contains articles in English, French, and German dealing with current theory and research in the several fields relevant to language learning.

Language Learning: A Journal of Applied Linguistics. Ann Arbor, Mich.: Research Club in Language Learning, 1948—. 4 nos. a yr.

The general trend in articles is the application of linguistic science to the teaching of languages. A number of articles cover the teaching of English as a second language, contrastive studies of English and other languages, and classroom techniques. Includes editorials, notes and announcements, book reviews, and a list of publications received.

The Linguistic Reporter. Washington, D.C.: Center for Applied Linguistics, 1959—. 6 nos. a yr.

A newsletter whose main objective is to act as a source of information on such matters as research projects, meetings, institutions, personnel, and publications of interest to people in the field of linguistics, and the teaching of languages both in the U.S. and overseas. Occasional supplements contain bibliographies.

MLabstracts. Fullerton, Calif.: California State College at Fullerton, 1961—. 3 nos. a yr.

Includes abstracts of publications on modern languages, applied linguistics, speech and hearing, the teaching of culture, and language teaching.

The Modern Language Journal. Menasha, Wis.: The National Federation of Modern Language Teachers Associations, 1916—. 8 nos. a yr.

This journal is devoted primarily to methods, pedagogical research, and to topics of professional interest to all language teachers.

Moderna Språk. Saltsjö-Duvnäs, Sweden: The Modern Language Teachers' Association of Sweden, 1907—. Quarterly.

Includes articles on language and literature, as well as book notices, reviews and sample examination papers.

Monograph Series on Languages and Linguistics. Washington, D.C.: Institute of Languages and Linguistics, Georgetown University, 1951 —. Annual.

Papers and reports of the discussions from the yearly Round Table Meetings. Papers cover various facets of linguistics and language teaching.

The MST English Quarterly. Manila, P.I.: Association of Manila Secondary Teachers of English. Quarterly.

Articles dealing with the teaching of English in Philippine secondary schools. Includes treatment of literature, grammar, and orthography; book reviews; and sample lesson plans for various high school grade levels.

NAFSA Newsletter. New York: National Association for Foreign Student Affairs, 1949 —. 10 nos. a yr.

Of special interest to foreign student advisers and teachers of English as a foreign language in American colleges and universities. It contains a section where articles, book reviews and news notes appear.

OVAC Bulletin. London: Oversea Visual Aids Centre, 1960 —. Semi-annual.

Devoted to the use of audio-visual materials in education. Contains some articles on the teaching of English overseas.

Philippine Journal for Language Teaching. Quezon City, P.I.: Philippine Association for Language Teaching, 1961 —. Irregular.

Articles on language teaching, including the teaching of English, reviews of books in the field, and instructional materials.

PRET: A Newsletter for the Puerto Rican English Teacher. Rio Piedras, Puerto Rico: University of Puerto Rico, 1962 —. 2 nos. a yr.

Includes items chiefly of interest to Puerto Rican teachers, as well as book notices and reviews of materials in the field.

RLA: Revista de Lingüística Aplicada. Concepción, Chile: Círculo Lingüístico de la Universidad de Concepción, 1963 —. Irregular.

Articles in Spanish dealing with the teaching of modern languages.

Texas Conference on Problems of Linguistic Analysis in English. Austin: Univ. of Texas, 1962 —. Irregular.

The three published volumes cover conferences held at the University of Texas in 1956, 1957, and 1958. Papers at the first two emphasize phonology and the third, syntax. Further volumes to appear as conferences are held.

Methodology

LANGUAGE TEACHING

Andersson, Theodore. *The Teaching of Foreign Languages in the Elementary School.* Prelim. ed. Boston: D. C. Heath, 1953. vi, 119 pp.

Contains sections on the reasons for teaching foreign languages in the elementary school, on whether foreign languages should be taught to all students, and on the place of language teaching in the curriculum. Bibliography and sample lessons in French appended.

Anthony, Edward M. "Approach, Method, and Technique." *ELT* 17:2.63-7 (1963).

A redefinition of three commonly used terms. *Approach* refers to assumptions regarding the nature of language and language pedagogy. *Method* refers to an overall plan for presenting material within a given approach. *Technique* refers to the teacher's stratagem in accomplishing an objective with a given method.

Bär, Siegfried. "O základech překládání a o úloze překladu při výuce cizím jazykům" [The Principles of Translation and its Role in Foreign Language Teaching]. *CJS* 6:9.401-07 (1962/63).

A discussion of how translation may be used successfully in foreign language teaching.

Billows, F. L. *The Techniques of Language Teaching.* London: Longmans, 1961. xi, 259 pp.

An introduction to techniques of language teaching and a rationale for solution of various problems in the field. Major headings include: situational language learning; language through speech; ear training; teacher and textbook; unsupervised work; cooperation in language learning; visual aids to language teaching; the teaching of functional grammar; the teaching of composition; reading and the study of prose literature; the teaching of poetry.

Bloomfield, Leonard. *Outline Guide for the Practical Study of Foreign Languages.* Baltimore: Linguistic Society of America, 1942. 16 pp.

A guide for techniques in using a native speaker or "informant" in learning languages for which it is not easy to find serviceable textbooks or grammars and dictionaries.

Brisley, Leonard, et al. "Good Teaching Practices: A Survey of High-School Foreign-Language Classes." *Reports of Surveys and Studies in the Teaching of Modern Foreign Languages.* New York: Modern Language Association of America, 1959-61. Pp. 219-43.

A description of techniques and practices found to be successful in secondary school language classes. Includes sections on classroom setting, reading, listening comprehension, and culture and civilization.

Brooks, Nelson. *Language and Language Learning: Theory and Practice.* New York: Harcourt, Brace and World, 1960. xiii, 238 pp.

A comprehensive volume treating most aspects of the teaching of foreign languages in the United States at present. Aim of the book is to examine the application of advances in linguistics, educational psychology, and related fields to the teaching of languages as they are spoken by their native speakers.

———, Charles F. Hockett, and Everett V. O'Rourke. "Language Instruction: Perspective and Prospectus." *BCSDE* 32:4.1-49 (1963).

A report on the role of foreign languages in the U.S. school system. Major topics include the essentials of second language learning, equipment and instructional materials, and the apportionment of responsibilities in the educational system.

Catford, J. C. "Langue maternelle et seconde langue: Interférences et points d'appui. *FM* 17.8-11 (1963).

A discussion of the need to minimize points of interference in second language learning by knowledge of the comparative and descriptive structure of the two languages involved.

———. "Linguistic Aspects of Second Language Learning." *TES* June 7, 1963, p. 1248.

A discussion of some kinds of interference which the native language imposes on learners of a second language. The author recommends that the learner of a new language be taught, through careful selection and programming, to see the world through the grids of the second language.

Cornelius, Edwin T., Jr. *How to Learn a Foreign Language.* New York: Thomas Y. Crowell, 1955. 109 pp.

Contains detailed suggestions on procedures for using native speakers as "informants" for learning a new language. Discusses attitudes, classroom techniques, textbooks, and advanced training.

———. *Language Teaching: A Guide to Teachers of Foreign Languages.* New York: Thomas Y. Crowell, 1953. vii, 168 pp.

Each chapter of the guide begins with a series of questions which form the basis for the discussions that follow. Informant drill techniques are generally advocated. The main topics covered are methods and techniques, textbooks and teaching materials, the preparation of teachers, the work of linguistic scientists and the application of linguistics to language teaching, and special problems of language teaching.

Dykstra, Gerald. "Perspective on the Teacher's Use of Contrast." *LL* 6:3-4.1-6 (1956).

Discusses the use of contrasts as a tool of linguistic analysis and its place and use in the language teaching situation.

Gilbert, Mark. "Some Problems of Language Teaching." *ML* 42:2.65-71; 3.106-13 (1961).

An article in two parts containing a discussion of the place of oral work in a language course, a suggested plan for a first-year course book, and five conditions for good oral work.

Hockett, Charles F. "Objectives and Processes of Language Teaching."*TEd* 7:2.16-20 (1963).

Lists "do's" and "don'ts" of language teaching with comments on writing, the literary form of a language, and tradition versus usage.

Hok, Ruth. "The Challenge of Oral Drills." *LL* 12:1.47-55 (1962).

Discusses the teacher's role in controlling the thought content of oral drills, in anticipating problems, and in employing drill techniques to the best advantage in work with both the class and the individual.

Huebener, Theodore. *How to Teach Foreign Languages Effectively*. New York: New York Univ. Press, 1959. x, 198 pp.

A practical guide for American teachers of foreign languages. Much of the material is based on observation of work in language classrooms. Various methods are described and many suggestions and examples given for classroom use. General discussions of some interest to teachers of English as a foreign language.

Incorporated Association of Assistant Masters. *Teaching of Modern Languages*. 3rd ed. London: Univ. of London Press, 1956. 343 pp.

A comprehensive and practical survey of modern language teaching within the present social and educational conditions in England. Attention is given to selection and training of teachers, methods to be used at various levels and in various types of schools, testing, etc. The authors recommend a maximum amount of oral work, and state that it is a teacher, not a method, that teaches.

Jespersen, Otto. *How to Teach a Foreign Language*. Trans. by Sophia Yhlen-Olsen Bertelsen. 2nd ed. London: Allen and Unwin, 1917. 194 pp.

Though progressive when first published, this is now valuable mainly as a historical document. Has had considerable influence on many English textbook writers in Europe. Passages on translation and phonetic transcription are perhaps of the most interest.

Johnston, Marjorie C., ed. *Modern Foreign Languages in the High School*. (Bulletin 16, 1958.) Washington, D.C.: U.S. Office of Education, 1958. v, 166 pp.

A report on the May 1957 conference on the improvement of modern language teaching in high schools in the United States. Parts of the report, especially those on the changing character of foreign language teaching, the newer objectives, evaluation techniques, and teaching preparation, may be of interest to organizers of programs of English as a foreign language.

Keesee, Elizabeth. *Modern Foreign Languages in the Elementary School: Teaching Techniques.* (Bulletin 29, 1960.) Washington, D.C.: U.S. Office of Education, 1960. iii, 65 pp.

Suggested techniques for teachers of middle and upper grades in American elementary schools. Sample materials taken from Spanish and French to illustrate several widely-used techniques, but applicable to other languages as well. Sections on listening comprehension, pronunciation, dialogs, narration and descriptions, incidental learning, visual materials, games, songs; on testing oral skills, reading, and writing; and on using a teacher's guide.

Kownacki, Stanislaw. "Teaching Foreign Languages in Specialized Fields." *MLJ* 39:7.351-52 (1955).

Advocates special texts for specialized backgrounds, citing a statistical survey of vocabulary needed to understand a Russian novel and a scientific text. Advocates survey of grammatical structures necessary to area of study.

Lane, Harlan L. "Experimentation in the Language Classroom: Guidelines and Suggested Procedures for the Classroom Teacher." *LL* 12:2.115-21 (1962).

Léon, Pierre R. "Les methodes en phonetique corrective." *FM* 2.6-9 (1961).
A discussion of modern methods of teaching pronunciation, based on contrastive analysis and including recommendations for corrective and additional practice in the language laboratory.

Mackinnon, A. R. "Insistent Tasks in Language Learning." *Learning in Language and Literature.* (The Burton and Inglis Lectures, 1962.) Cambridge, Mass.: Harvard Univ. Press, 1963. Pp. 3-27.

A lecture presented by the Graduate School of Education of Harvard University, describing the necessity to re-evaluate aims and approaches in elementary school language teaching, both in English and in second languages.

Meras, Edmond A. *A Language Teacher's Guide.* 2nd ed. New York: Harper, 1962. xii, 363 pp.

Discusses the developments in language teaching and various methods. Includes sections on teaching pronunciation, vocabulary, grammar, reading, conversation, composition, culture and civilization, and literature. Also discusses dictation and aural comprehension, audio-visual aids, tests and examinations, and the bases and objectives in language teaching.

Miller, D. C. "The Presentation of the 'Intensive' Text in Foreign Language Teaching." *ERev* (UK) 9:1.40-54 (1956).

Presents an outline for the integration of oral-aural techniques and reading-understanding skills.

Mossel, R. "A New Method for Teaching a Foreign Language." *FR* 35:3.321-23 (1962).

A summary translation by Earle S. Randall of Mossel's article "Een Nieuwe Methode voor het Onderwijs in een Vreemde Taal," in *Levende Talen,* June 1960. Describes the goals, teacher requirements, texts, tests, and teaching aids for teaching French to adult foreigners by the method developed by CREDIF (Centre de Recherches et d'Etudes pour la Diffusion du Français) in Paris.

Moulton, William G. "Applied Linguistics in the Classroom." *PMLA* 76:2.1-6 (1961).

A discussion and explanation of linguistics as a growing body of knowledge and theory, with comments on its application to language teaching.

Nida, Eugene A. *Learning a Foreign Language: A Handbook Prepared Especially for Missionaries.* Rev. ed. New York: Committee on Missionary Personnel, Division of Foreign Missions, National Council of the Churches of Christ in the U.S.A., 1957. vii, 212 pp.

A statement of linguistic principles and procedures in language study and a discussion of some fundamental features of languages. Non-technical vocabulary is used wherever possible and examples are drawn from languages of primary concern to missionaries.

Norris, Mary Jane M. "Linguistic Science and Its Classroom Reflections." *LL* 10:1-2.55-66 (1960).

Concise outline of linguistic views on the nature of language, the interference of patterns of the background language with those of the target language, methods of analyzing and describing languages, and techniques of bilingual comparisons. Bibliography appended.

Northeast Conference on the Teaching of Foreign Languages: Reports of the Working Committees. 1954—. [Titles and places of publication vary.] Obtainable from: The Modern Language Association of America, New York.

Yearly reports of working committees on topics concerned with the classroom, the learner, the teacher, and current issues in language teaching.

O'Connor, Patricia. *Modern Foreign Languages in the High School: Pre-Reading Instruction.* (Bulletin 9, 1960.) Washington, D.C.: U.S. Office of Education, 1960. v, 50 pp.

Strongly recommends an exclusively oral beginning to the teaching of a foreign language and suggests practical ways of planning and conducting such a course, including the adaptation of existing text materials. The techniques recommended are for secondary schools.

Palmer, Harold E. *The Oral Method of Teaching Languages.* Cambridge: W. Heffer, 1921. vii, 134 pp.

One of the first books to advocate the oral method of teaching languages as it is now understood—not as haphazard everyday talk, but as "systematic,

graded dialogue-work to be carried on between teacher and pupil." Part I explains the method and its advantages both for schools and adults. Part II gives forms of work suitable for an oral course, with suggestions for "receptive" and "active" aspects of language learning.

———. *The Scientific Study and Teaching of Languages.* London: Harrap, 1917. 328 pp.

"A review of the factors and problems connected with the learning and teaching of modern languages with an analysis of the various methods which may be adopted in order to attain satisfactory results." Though dated, still of great interest for the many insights it provides into the subject by one of the important reformers of language teaching.

Politzer, Robert L. "On a Linguistic Classification of Teaching Methods." *MLJ* 37:7.331-34 (1953).

An application of de Saussure's concepts of *langue* and *parole* to problems of language pedagogy, in particular to the students' building and internalizing of the new structural and semantic systems of the language to be learned.

Sawyer, Jesse, et al. "The Utility of Translation and Written Symbols during the First Thirty Hours of Language Study." *IRAL* 1:3-4.157-92 (1963).

Report of a controlled study with college students learning Japanese. Three orders of arrangement of material were compared, and the use of a text was assessed.

Schwab, William. "Recent Development in Applied Linguistics." *PSR* 11:3-4.236-43 (1963).

A discussion of the contributions of linguistics to language teaching. The author suggests two promising lines of development: the use of techniques of contrastive analysis for examining cross-cultural patterns and the development of the transformational model which constitutes a fundamental framework of culture.

Stern, H. H., ed. *Foreign Languages in Primary Education: The Teaching of Foreign or Second Languages to Younger Children.* (International Studies in Education.) Hamburg: UNESCO Institute for Education, 1963. 103 pp.

Report of an international meeting in April, 1962. Topics are grouped under major sections on arguments for early second language learning, experiences and experiments, and recommendations for practice and research.

Stieglitz, Gerhard J. "The Berlitz Method." *MLJ* 39:6.300-10 (1955).

A comprehensive account of the "Berlitz Method," explaining its objectives, methods, and materials. Examples mostly from German, French, and Spanish.

Thompson, Elizabeth Engle and Arthur E. Hamaleinen. *Foreign Language Teaching in Elementary Schools: An Examination of Current Practices.* Washington, D.C.: Association for Supervision and Curriculum Development, 1958. v, 46 pp.

Examines programs and issues, including when language teaching should begin, how continuity can be achieved, what methods and techniques are effective, and how teachers can be prepared.

Twaddell, W. Freeman. *Foreign Language Instruction at the Second Level.* New York: Holt, Rinehart and Winston, 1963. iv, 25 pp.

Written to accompany the teachers' manuals to the publisher's Aural-Oral Language Sequences textbooks on French, German, and Spanish. Describes the five stages of foreign language learning, problems of the second-level course, and features of second-level learning. Includes sections on the development of oral competence, reading skills, and writing skills; beginning formal study of grammar; and the teaching of cultural awareness.

UNESCO. *The Teaching of Modern Languages.* (Problems in Education, 10.) Paris: UNESCO, 1953. 297 pp.

A comprehensive volume deriving from the International Seminar organized by the Secretariat of UNESCO at Nuwara Eliya, Ceylon, in August 1953, and bringing together many different points of view and covering many aspects of language teaching. Contains valuable material on methodology in language teaching, audio-visual aids, psychological aspects of language teaching, the training of language teachers, textbooks, and language teaching to special groups.

Veselova, D. P. and L. I. Zil'berga, eds. Из опыта преподавания иностранных языков [Experience in Teaching Foreign Languages]. Moscow: Pub. House of the Ministry of Defense, 1960. 149 pp.

Thirteen articles on teaching foreign languages in Soviet military schools, including military training in foreign language classes, teaching military translation, first year English without translation work, and use of games in foreign language instruction.

Wolff, Hans. "Fact and Distortion in Language Teaching." *LL* 11:1-2.1-11 (1961).

A discussion of the use of distortion of language data as a teaching device at the beginning stages to make foreign language learning more effective.

TEACHING ENGLISH

General

Abercrombie, David. *Problems and Principles in Language Study.* 2nd ed. London: Longmans, 1963. vii, 83 pp.

A new edition of a collection of essays reprinted from *English Language Teaching* [see entry under PERIODICALS]. Topics include the relation of language to man and society, designing a beginners' course, teaching pronunciation.

Bartolić, Ljerka. "English for Engineering." *ELT* 17:1.39-42 (1962).

Discusses the reasons for and methods of introducing technical English into a university program.

Bell, Christopher R. V. *Teaching Lively English: A Book for Teachers of the First Years of English.* London: Longmans, 1957. 55 pp.

Practical guidebook with brief suggestions for foreign teachers of English abroad. Concerned with the first five or six years of instruction.

Berman, I. M., ed. Вопросы лингвистики и методики преподавания иностранных языков [Problems in Linguistics and Methodology of Foreign Language Teaching]. Moscow: GUUZ MPS, 1960. 157 pp.

A collection of articles by foreign language teachers in Soviet Railroad Workers' Schools. Includes discussions of: the English prefix *out-*, adverbs in modern English, technical English terminology, and vocabulary learning, as well as correspondence courses and testing in self-instructional courses.

Bhandari, C. S., V. A. Hinkley, and S. K. Ram. *Teaching English: A Handbook for Teachers.* Bombay: Orient Longmans, 1961. x, 147 pp.

Prepared by members of the staff of the English Language Teaching Institute at Allahabad. Suggestions for teaching the first three years of English in Indian junior high schools. Emphasis on oral work with sections on spoken English, reading, writing, composition, and the construction of tests and examinations. Contains dialogs, sample compositions, teaching charts, and grammatical explanations.

Bibliography and Suggestions on the Teaching of English and Citizenship to Non-English Speaking Adults. New York: Committee on Education, National Council on Naturalization and Citizenship, 1959. 24 pp.

A pamphlet for the new teacher of English as a foreign language. Instructions are clear, practical, and keyed to the needs of adults of heterogeneous language backgrounds. Emphasis is on drill and practical dialog-situations for the beginners, with somewhat less detailed planning for intermediate and advanced pupils. Bibliography and annotated list of textbooks included.

Bruton, J. G. "The Simplification of Technical Literature." *ELT* 16:1.25-8 (1961).

The author suggests that British textbooks to be used abroad should be simplified and clarified to meet the needs of non-native speakers of English using the language as a medium of instruction for higher education.

Bumpass, Faye L. "Bridging the Gap . . ." *ETF* 1:2.6-10 (1963).

Discussion of the problems encountered by a child learning English as a second language in progressing from oral language learning to instruction in reading. Offers practical suggestions to the teacher.

———. *Teaching Young Students English as a Foreign Language.* New York: American Book, 1963. x, 198 pp.

Discusses the advantages of introducing a foreign language early in school, the linguistic and psychological aspects of foreign language teaching in the elementary grades, teaching methods leading to aural-oral mastery of a language, use of audio-visual materials, and the preparation of structured drills.

Burkart, Edward I. "Techniques of Choral Drilling." *ETN* 3:16-24 (1962).

An examination of the concept of the choral drill. Includes comments on effective use of choral drill for the dialogs, pronunciation drills, and pattern drills which are presented in the appendices.

Campbell, Russell N. "The Oral Approach with Large Classes." *LL* 10:1-2.41-6 (1960).

Suggestions for controlled oral drills using group techniques. Sample drills in English based on experience in Thailand and Latin America.

Cartledge, H. A. "Conversation Groups." *ELT* 8:3.98-101 (1954).

Suggestions for effective use of conversation groups in class.

Chapman, L. R. H. *Teaching English to Beginners.* London: Longmans, 1958. vii, 139 pp.

Designed as an aid to Arabic-speaking teachers of English in the first four years of English instruction in schools in the Middle East. Topics include an introduction to the oral method of language teaching, the use of the mother tongue, and teaching grammar, pronunciation, reading and writing.

Chisholm, William S. "Intermediate English for Foreign Students: A Program Outline." *LL* 13:1.27-32 (1963).

Cochran, Anne. *Modern Methods of Teaching English as a Foreign Language: A Guide to Modern Materials with Particular Reference to the Far East.* 2nd ed., rev. Washington, D.C.: Educational Services, 1954. ix, 95 pp.

A compact and useful handbook on various aspects and methods of teaching English as a foreign language. Takes four of the major methods, giving the advantages and disadvantages of each. Contains suggestions on the planning of English programs and a bibliography.

Cooper, Cerbanu. "Some Problems in Teaching Compulsory English." *TEng* 8:1.9-13 (1963).

Discusses problems of classes with students of unequal abilities in English and suggests some solutions.

Dacanay, Fe R. *Techniques and Procedures in Second Language Teaching.* J. Donald Bowen, ed. (PCLS Monograph Series, 3.) Quezon City, P.I.: Phoenix, 1963. xxiv, 538 pp.

Written for the classroom teacher or the student preparing to become a teacher. Topics covered include presentation of English structure and types of drill, pronunciation drills, reading and writing English, spelling and testing. Contains many practical suggestions on the presentation of materials and includes sample lessons and pictures.

Dixson, Robert J. *Practical Guide to the Teaching of English as a Foreign Language.* New York: Regents, 1960. 96 pp.

Suggestions on classroom procedures based on the author's experience as teacher and textbook writer. Chapters on general principles and the teaching of grammar, conversation, reading, vocabulary, and pronunciation. Bibliography of author's materials.

Dykstra, Gerald. "Research Design for Teachers." *ELT* 17:1.34-9 (1962).

Report of a classroom demonstration of a plan for teaching and research. Two presentations for the teaching of spelling were given and measurements made of their effectiveness.

Ehlers, G. M. N. *The Oral Approach to English as a Second Language.* London: Macmillan, 1959. vii, 198 pp.

The book includes chapters on the oral approach as contrasted with traditional methods, controlled versus free conversation, and some information on the sounds of English for South African speakers. Also contains parts on the teaching of reading, poetry, literature, grammar, composition, and spelling.

Elliott, A. V. P. "In the Classroom, No. 6: Disciplined Activities in the English Classroom." *ELT* 13:4.155-59 (1959).

Collective and individual activities connected with classroom procedures, choral speaking, and oral and written drills.

Finocchiaro, Mary. *Teaching English as a Second Language: In Elementary and Secondary Schools.* New York: Harper and Row, 1958. vi, 335 pp.

Attempts to bring together theories in general education, in foreign language teaching, and in the teaching of English as a foreign language. Some attention given to applied linguistics and drill techniques, but main emphasis on the activities approach, in which cultural orientation is as important an aim as language learning. Practical suggestions for teachers and supervisors.

French, F. G. *A First Refresher Course for Teachers of English in Primary Schools.* London: Oxford Univ. Press, 1958. vi, 85 pp.

A handbook of five self-contained chapters with specimen lessons for each. Topics covered include oral work, reading, and writing.

———. *Teaching English as an International Language.* London: Oxford Univ. Press, 1963. 112 pp.

A practical guide for teachers who are non-native speakers of English. Contains suggestions on use of the blackboard and classroom activities, with chapters on teaching speech, reading, and writing.

———. *The Teaching of English Abroad.* 3 vols. London: Oxford Univ. Press, 1948-50.

Part I is a useful handbook of practical devices addressed especially to teachers whose native language is not English. *Part II* gives detailed sug-

gestions for a junior course, adaptable to even minimal teaching conditions. *Part III* deals with more advanced materials for a senior course.

Fries, Charles C. "A New Approach to Language Learning to Which We Have Given the Name Oral Approach." *ELECP* 4:1-4 (1960).

Distinguishes the oral approach from the older oral "methods" by two features: (1) a more clearly defined goal for the beginning stage of learning—oral control of a limited amount of the language, and (2) carefully prepared materials arranged in the most efficient sequence.

———. *Teaching and Learning English as a Foreign Language.* Ann Arbor: Univ. of Michigan Press, 1945. vii, 153 pp.

A classic in this field. Contains much information on theories that lie behind the linguistic approach to the teaching and learning of English as a foreign language as developed at the English Language Institute in Michigan. The approach is mainly oral, based on contrastive structure study of the learner's language and English. Stress is laid on understanding and producing the "stream of speech," and making English forms and patterns automatic.

Frisby, A. W. *Teaching English: Notes and Comments on Teaching English Overseas.* London: Longmans, 1957. 351 pp.

Useful for the wide range it covers in the field. Oral approach based on author's experience and on the works of Fries and Palmer. Sections on English phonology with full diagrams and explanations, and on expansion and control of vocabulary. Suggestions to the teacher on matters of speech training, word study, writing, reading, the place of grammar, and the place of literature. Classified bibliography.

Gauntlett, J. O. *Teaching English as a Foreign Language.* Rev. ed. London: Macmillan, 1961. xi, 128 pp.

Intended for teachers of English to comparatively advanced students whose mother tongue differs greatly from English. The topics treated include types of methods; psychological problems; the teaching of phonetics, intonation, vocabulary, and structural forms; intensive and extensive reading; and organizational problems. Bibliography.

George, H. V. "On Teaching and 'Un-Teaching'." *ELT* 17:1.16-20 (1962).

Describes the cancellation of previous imprinting of correct English as "un-teaching" and gives illustrations from classwork and textbooks.

"Gestures for Presenting and Drilling Structures." *ENL* 7:2.8-15 (1960).

Goodwin, W. A. B. *Direct Method of Teaching English: First Year at School.* London: Macmillan, 1960. 28 pp.

A manual for teachers and student teachers of English as a second language. Deals with "two language skills only: listening and understanding, speaking and being understood." Teaches vocabulary of 500 words through games, pictures, and activities.

Gorosch, Max. "English Without a Book and Without a Teacher in Primary Schools (Age 7-11 Years), by Audio-Visual Means." *Proceedings of the Eighth International Congress of Linguists.* Oslo: Univ. of Oslo Press, 1958. Pp. 149-50.

Gunter, Richard. "A Problem in Transformational Teaching." *LL* 11:3-4. 119-24 (1961).

Discusses one of the problems in the application of transformational grammar to teaching. Examples of *must, may,* and *ought to* illustrate that formal and semantic paradigms do not always coincide.

Gurrey, Percival. *Teaching English as a Foreign Language.* London: Longmans, 1955. vii, 200 pp.

A text on methodology recommending the oral approach through direct method techniques. The book contains many practical suggestions for teaching the four language abilities—hearing, speaking, reading, and writing. The chapters on the teaching of oral and written composition, reading for information, and problems in teaching literature are especially useful.

———. *The Teaching of Written English.* London: Longmans, 1954. vii, 238 pp.

Written primarily for teachers of English as the mother tongue, but may be of interest and use to teachers of more advanced students of English as a second language. Along with broadly outlined "fundamental" and "subsidiary" principles, specific methods and concrete problems are discussed. Many practical suggestions in building up a command of English, enlargement of vocabulary, story telling, character drawing, descriptive sketches, oral and written composition, and précis writing. Bibliography.

Haugen, Einar. "Goals and Methods in Foreign Language Teaching." *ELECP* 4:5-17 (1960).

Discusses the following three handicaps of Japanese language learners: (1) language differential, (2) social isolation, and (3) misconceptions about language and language teaching.

Hemphill, Roderick J., ed. *Background Readings in Language Teaching.* (Philippine Center for Language Study Monograph Series, 1.) Quezon City, P.I.: Phoenix, 1962. v, 120 pp.

A collection of articles on language and language teaching with special reference to problems of teachers of English to speakers of Filipino languages.

Hensjö, Per-Olaf. *Build Up Their English.* Stockholm: Norstedt, 1962. 145 pp.

A teacher's manual for teaching English to native speakers of Swedish. Includes numerous suggestions for structure practice using primarily question-and-answer and repetition drills. Oral approach.

Hicks, D. J. "Types of Spoken Drills." *ELT* 15:2.63-8 (1961).

Suggests nine drill types for classroom work with beginners.

Hodgson, F. M. "Language-Learning Situations." *ELT* 18:1.17-21 (1963).

Discusses the use of the classroom, picture material, the pupils' experience, and texts for creating language-learning situations.

Hornby, A. S. "Incidental Classroom English." *ELT* 16:2.78-83 (1962).

Suggestions for additional practice of patterns by use of classroom situations. Some examples of intonation, verb forms, and requests and commands.

———. "In the Classroom, No. 1: Using the Group in Oral Work." *ELT* 10:1.31-2 (1955).

Detailed suggestions for organizing oral work for drilling sequence of tenses in an English class.

Kleinjans, Everett. "From Mim-mem to Communication." *SDAL* 1.91-9 (1961).

Sets forth basic elements of the oral approach to dispel misunderstanding and confusion.

Korndorf, B. F. Методика преподавания английского языка в средней школе [Methodology of English Teaching in the Secondary School]. Moscow: State Textbook Pub. House, 1958. 327 pp.

A discussion of new ideas on teaching English as a foreign language at various levels in Soviet middle schools. The theoretical part discusses methods of teaching a foreign language as a system. Subsequent chapters deal with teaching British English pronunciation, classifying the segmental phonemes according to the degree of difficulty for a Russian speaker, grammar, lexicon, reading, writing, and methods of planning the instructional process in terms of the school year.

Kraevskij, V. V. Учителя английского языка о своей работе [English Language Teachers: About Their Work]. Moscow: State Textbook Pub. House, 1962. 104 pp.

A collection of nine articles by Soviet teachers of English on their teaching experiences, including classroom techniques and extra-curricular language activities. Covers methods of teaching reading and oral comprehension in Soviet 8-year schools.

Lee, W. R. "Grading." *ELT* 17:3.107-12; 4.174-80 (1963).

Discusses the importance of a carefully planned sequence of materials, including comments on grading sounds and vocabulary.

———. "The Linguistic Context of Language Teaching." *ELT* 11:3.77-85 (1957).

The author suggests that teachers of English as a second language who are non-native speakers of English can contribute a great deal to effective analysis of mistakes based on first language interference in the learning process.

Line, Hagbard. *Aktiv Språkopplæring: Språkmetodikk for Den Fyrste Opplæring i Engelsk.* Oslo: Gyldendal Norsk, 1955. 125 pp.

A manual for teachers of English in Norway which discusses pedagogical problems in considerable detail. Describes and advocates a highly modified direct-method type of course for the elementary schools which permits use of mother-tongue and translation where necessary to check on pupils' understanding and use of grammatical explanations in moderation. Variety and activity emphasized.

Lonjaret, J. and R. Denis. *L'anglais dans le cycle d'observation.* Paris: Bourrelier, 1959. 109 pp.

An evaluation and observation of new methods and materials for modern language teaching as they apply to English. Suggests points to be taught in sequence, compares texts, and discusses approaches to teaching pronunciation, rhythm, and vocabulary.

Mackey, William F. "Shipboard Language Teaching." *ELT* 11:3.86-94 (1957).

Shows what a shipboard course for migrants and tourists to Australia can teach in terms of structures and vocabulary; discusses teaching problems and special techniques needed.

———. "What to Look for in a Method." *ELT* 7:3.77-84 (1953); 8:3.45-58 (1953-54); 9:2.41-57 (1955).

An article in three parts on selection, grading, and presentation of materials.

Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA* 78:2.25-8 (1963).

Defines English as a foreign language as "English taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence," whereas English as a second language is used in those situations where English is the medium of instruction in school systems. Describes the need for increased U.S. activity in the latter area.

———. "The Linguistic Background of the Oral Approach." *ELECB* 8.7-14 (1963).

Discusses the contributions of linguistics to the oral approach in language teaching, with comments on the English teaching situations in Japan.

Marquardt, William F. "Programmed Instruction: General Principles for the Teaching of English as a Second Language." *LL* 13:2.77-83 (1963).

A review of some basic concepts in programmed learning and how they could be applied to the teaching of English as a second language.

Miller, D. C. *Beginning to Teach English.* London: Oxford Univ. Press, 1963. xii, 201 pp.

Includes a discussion of the theory of foreign language teaching and a set of fifty oral lesson plans for the first weeks of a primary school English course. Extensive use of phonetic transcription. Includes an appendix on teaching aids.

Mitchell, J. M. "Spoken English and Written English." *National Federation of the Prefectural English Teachers' Organizations, 11th Annual Conference.* Tokyo: National Federation of the Prefectural English Teachers' Organizations, 1962. Pp. 73-85.

Advocates the teaching of the spoken language, and discusses several points of difference between British and American English.

Morgan, D. Y. "A Discussion of Remedial Teaching and an Account of Some Attempts at It." *ELT* 10:3.90-6 (1956).

Comments on remedial work in English at the University of Rangoon. Includes diagnosis of problems and methods for correction.

Morris, Isaac. *The Art of Teaching English as a Living Language.* London: Macmillan, 1954. xi, 170 pp.

Discusses the broader aspect of methodology within the framework of modern foreign language teaching theory. The last chapter discusses such problems as size of class, attitudes, discipline and qualifications of teachers of various levels.

Oral English: Planning and Conducting Conversation Classes and Discussion Groups. Washington, D.C.: USIA, Information Center Service, 1961. 58 pp.

Suggestions for the teacher on how to make lesson plans for specific teaching situations. Contains a descriptive list of oral drills and exercises and a bibliography.

Palmer, Harold E. *The Teaching of Oral English.* London: Longmans, 1940. 100 pp.

A practical guide for teachers of oral English to foreigners. Discusses the teaching of number, measure, and quantity; tense; periods of time; and frequency and distance.

Partridge, A. C. "The Teaching of English: Suggestions for the Language Course." *ESA* 5:2.209-18 (1962).

Perren, Betty. "Classroom English." *ELT* 17:3.112-17 (1963).

A discussion and list of formulas of greeting, giving instructions, etc. in the classroom situation.

Pittman, G. A. "Trade and Technical English." *ELT* 11:2.39-46 (1957).

Suggests that there is a great demand for technical English, which in written material concerns itself with description and definition, measurement, degree or proportion, and development and processes. Some suggestions for teachers and materials.

Prejbisz, Antoni. "Mimika i inscenizacja w nauczaniu jezykow obcych" [Mimicry and Play-acting in Teaching Foreign Languages]. *JOS* 6:1.21-3 (1962).

"Presenting and Drilling a New Unit." *ENL* 8:3.8-16 (1961).

A detailed lesson plan for the presentation of "Negative, Affirmative and

Interrogative Patterns" — Unit 41 of *English for Newcomers to Australia.* [See entry under Australia, Commonwealth Office of Education, *RLM:I.*]

Proceedings of the Conference on English Teaching Abroad. Washington, D.C.: Center for Applied Linguistics, 1960. v, 196 pp.

Report of a conference held in Washington, May 18-20, 1959, and sponsored by the Center for Applied Linguistics and the United States Information Agency in cooperation with the British Council. Topics of discussion included cultural content in language learning, audio-visual techniques, and teacher training.

Quirk, Randolph and A. H. Smith, eds. *The Teaching of English.* (Studies in Communication, 3.) London: Secker and Warburg, 1959. 192 pp.

A collection of papers on such topics as style, speech education, technical English, and English as a second language.

Regberg, Ruhama Marshak. *English as a Second Language: A Practical Guide for Teachers.* Tel-Aviv: Teachers' Union in Israel, 1958. 128 pp.

Detailed practical suggestions for Israeli elementary school teachers concerned with the fundamentals and application of the direct method. Deals with the teaching of writing, reading, vocabulary, and grammar; lesson structure; remedial teaching; discipline; and "teaching" games.

Ryburn, W. M. *The Teaching of English.* 8th ed. (Teaching in India, Series II.) London: Oxford Univ. Press, 1961. x, 213 pp.

A guide for teachers of English in schools in India. Contains sections on a variety of topics including poetry, spelling, reading, translation, and grammar and composition.

Sawyer, Jesse and Shirley Silver. "Dictation in Language Learning." *LL* 11:1-2.33-42 (1961).

Discusses dictation as a teaching method; describes and illustrates different types of dictation exercises.

Schwab, William. "The Problem of the Advanced Student in American English." *LL* 10:3-4.151-56 (1960).

Makes suggestions for planning advanced courses for university students and discusses problems of pre-testing English proficiency and of undertanding American society.

Selected Articles from Language Learning. Series I: English as a Foreign Language. Ann Arbor, Mich.: Research Club in Language Learning, 1953. 211 pp.

These articles explore "the practical significance of the new views of the nature of language upon which the methods of structural linguistics are based." The selections are divided into six sections: language learning, language teaching, grammar, pronunciation, vocabulary and testing.

Selected Articles from Language Learning. Series II: Theory and Practice in English as a Foreign Language. Ann Arbor, Mich.: Research Club in Language Learning, 1963. vii, 258 pp.

Contains sections on teacher education, approach and technique, pronunciation, vocabulary, grammar, reading, and composition. Contributions from many well-known authorities in the field.

Sernal, Maria. "Live Topics and Meaningful Drill Devices for Language Practice." *MSTEQ* 12:4.12-20 (1962).

Suggested topics for drills and situations to be used in teaching English to Filipino high school students.

Shen, Yao. "Linguistic Experience and Linguistic Habit." *LL* 12:2.133-50 (1962).

Examples of interference from Tagalog, Javanese, Thai, Mandarin, and Japanese in learning English. The author emphasizes the necessity of specially written exercises which reflect the language background of the speaker.

Sibayan, Bonifacio P. "Repetition in Language Learning." *PJLT* 2:1-2.21-5, 37 (1963).

A discussion of the place and goals of the use of repetition in the classroom. The author maintains that mere repetition is not second language learning.

Sizemore, Mamie, ed. *A New Approach to Second Language Teaching.* Phoenix, Ariz.: [State Department of Public Instruction, Division of Indian Education], 1962. 52 pp.

Discusses the problems and the instruction of bilingual children, with a section on the cultural conflicts of Indian children. Of particular interest to teachers of English as a foreign language are the sections "Comparisons between Native Languages and English" and "Materials for Students Learning English as a Foreign Language."

Snodin, M. R. "In the Classroom, No. 3: The Use of Notebooks." *ELT* 10:3.108-11 (1956).

Presents effective techniques for classroom note-taking with comments on content and style.

Stevick, Earl W. *Helping People Learn English: A Manual For Teachers of English as a Second Language.* Nashville, Tenn.: Abingdon Press, 1957. 138 pp.

Primarily intended for untrained Americans who find themselves called upon to teach English to foreigners. It gives brief information on techniques and materials that have been developed by specialists in the field. The first section gives specific advice on classroom activities and some sample lessons. The second part briefly discusses the English language from a structural linguistic point of view, including phonology, grammar, and some sample exercises. An appendix gives references for grammatical information from three sources: *Structural Notes and Corpus* (ACLS), *El Inglés Hablado*

(Agard) and *Patterns of English Sentences* (Michigan). Bibliography included.

———. "'Technemes' and the Rhythm of Class Activity." *LL* 9:3-4.45-51 (1959).

Discusses the use of an "emic" approach in teaching techniques, so that teachers may be able to maintain a controlled cycle of activity which will promote progress and hold the students' interest.

———. *A Workbook in Language Teaching: With Special Reference to English as a Foreign Language*. Nashville, Tenn.: Abingdon Press, 1963. 127 pp.

For initial training of new language teachers and for in-service use by experienced teachers. Treats three selected topics: English Phonology, Fundamentals of Grammar, Basic Types of Drill. Frequent exercises and discussion questions assist the user in acquiring skills and in keeping check on his own progress.

Strevens, Peter. *Spoken Language: An Introduction for Teachers and Students in Africa*. London: Longmans, 1956. xiii, 146 pp.

A clear, simple statement of modern concepts of spoken language. Written mainly for teachers of English or the vernacular in Africa but applicable elsewhere. Discusses language learning and some practical problems in language teaching. Contains bibliography and full list of gramophone records for use in speech training.

"The Teaching of a New Structure." *ENL* 8:2.2-7 (1961).

A typical lesson outline with comments and examples for teaching affirmative, interrogative, and negative sentence patterns.

Twaddell, W. Freeman. *Oral Practice in Elementary English Instruction*. Cairo: English Inspectorate, Ministry of Education, Republic of Egypt, 1956. iii, 68 pp.

Examines the nature of difficulties of Egyptian Arabic-speaking students in matters of pronunciation, tone, rhythm, and stress. Advocates an oral approach as a beginning to language teaching. Section on classroom methods.

Van Syoc, W. Bryce. *Methods of Teaching English as a Foreign Language with Particular Reference to Speakers of Thai*. Bangkok: Ministry of Education, 1963. 131 pp. [Parallel edition in Thai, trans. by Korekai Chongoharoensuk.]

Developed by Southeast Asian Regional English Project under an AID/University of Michigan contract. Provides basic materials for course in methods of teaching English at teacher training colleges. Includes discussion of theory and techniques for teaching pronunciation, grammar, pattern practice, vocabulary, writing and reading.

———, ed. *Linguistics and the Teaching of English as a Foreign Language*. (Language Learning: A Journal of Applied Linguistics, Special Issue 1.) Ann Arbor, Mich., 1958. vi, 136 pp.

Proceedings of a conference held at the University of Michigan, July 28-30, 1957. Includes papers on and discussion of field reports by returning Fulbright grantees concerning problems and preparation of materials for teaching English as a second language, linguistic problems in relation to preparation of teaching materials, desiderata in programs for linguistics and teacher training, conclusions and recommendations.

Welmers, William E. *Spoken English as a Foreign Language: Instructor's Manual.* Washington, D.C.: American Council of Learned Societies, 1953. iv, 27 pp.

To accompany the American Council of Learned Societies' Spoken English Series. [See entries under American Council of Learned Societies in this volume and under American Council of Learned Societies, *RLM:I.*]

West, Mary H. "Selected Drill Techniques." *English* 3:1.5-9 (1963).

Descriptions and samples of various drills.

West, Michael. "The Adult Learner." *ELT* 11:2.50-7 (1957).

Discusses six sets of English teaching materials for adult learners in the classroom and at home.

———. "In the Classroom, No. 2: The Problem of Pupil Talking-Time." *ELT* 10:2.71-3 (1956).

———. "Learning English as Behaviour." *ELT* 15:1.3-11 (1960).

Presents the "realistic method" of language learning and describes "the construction of teaching material designed to test it."

———. *Learning to Read a Foreign Language and Other Essays on Language Teaching.* London: Longmans, 1955. vii, 100 pp.

Seven articles on reading, the teaching of grammar, and testing.

———. *Teaching English in Difficult Circumstances.* London: Longmans, 1960. viii, 136 pp.

Practical suggestions for handling problems that may arise from factors of class size, climate, classroom facilities, and training of the teacher.

Willey, Kenneth Morton and W. R. P. Somaratne. *The Teaching of Elementary English in Schools: A Handbook for Primary and Secondary School Teachers.* 2nd ed. London: Oxford Univ. Press, 1955. vii, 96 pp.

A practical handbook with suggestions for the teaching of sounds (some simple contrasts between Tamil, Sinhalese and English) for teachers in Ceylon who are not native speakers of English. A large part of the booklet is devoted to classroom techniques and suggestions for games, story-telling, dramatization, and various activities and exercises.

Wright, Edgar. "'Adequacy' in English for Higher Education." *ELT* 15:3.104-10 (1961).

Compares the needs of a student of technical English with those of a student of literature.

———. "Language Problem or Study Problem — the Confusion Area." *TEd* 3:2.123-28 (1962).

The author suggests that lack of ability in the language of instruction is sometimes mistakenly blamed when foreign students encounter difficulty with class work. Lack of proper study habits, including note-taking and rapid reading, may be at fault and special courses may be required to teach these skills.

PRONUNCIATION

Bashirruddin. "Remedial Work in English Pronunciation with Pashto-Speaking Post-Graduate Students." *Pakistani Linguistics (1962): Selected Papers Presented at the First Pakistan Conference of Linguists,* Anwar S. Dil, ed. Lahore: Linguistic Research Group of Pakistan, 1963. Pp. 89-97.

Bowen, J. Donald. "A Pedagogical Transcription of English." *LL* 10:3-4.103-14 (1960).

Suggests that transcription used for pedagogical purposes should be accurate, consistent, complete, and economical. Some approximation to background spelling desirable. Most illustrations from Tagalog and Spanish.

Green, Eugene. "On Grading Phonic Interference." *LL* 13:2.85-96 (1963).

A discussion of the systematic grading of phonic interference, illustrated by the English of a native German speaker.

Haden, Ernest F. "Phonetics, Phonemics and Transcription." *ELECP* 4:18-29 (1960).

Proposes a phonemic transcription system for teaching English pronunciation to speakers of Japanese.

Hill, L. A. "Final Clusters in English." *ELT* 17:4.167-72 (1963).

Lists examples of final clusters consisting of two to five consonants with suggestions for teaching their pronunciation to foreign students.

———. "Initial Clusters." *ELT* 14:3.118-23 (1960).

Non-technical discussion concerned with British English clusters and the teaching of them to foreign students.

———. "The Length Mark: in Phonetic Transcription." *ELT* 9:4.122-25 (1955).

Discusses the phonetic transcription used by Daniel Jones in *An English Pronouncing Dictionary* and the problem of using this system to indicate vowel length and vowel quality when teaching English pronunciation.

Kingdon, Roger. *The Teaching of English Intonation.* London: The British Council, n.d. 27 pp.

A reprint from *English Language Teaching* 2:4-6 (1948); 3:1 (1948). Based on standard British English, this is a discussion of intonation and its

relation to stress, emphasis, pitch contrast, and the various tone levels. Numerous examples are given with intonation markings. Drills, exercises, and "ear training dictation" are suggested for classroom use. Tone indications are based on IPA system.

MacCarthy, Peter A. D. "Phonetic Transcription: An Attempt at Clarification." *ELT* 10:2.61-5 (1956).

Nemser, William. "Bracketing: Teaching English Vowels." *LL* 5:3-4.112-16 (1955).

Discusses exaggerating the difference between a feature of English and a feature in the language of the student which is assumed to be most similar to the English feature.

Ruhle, Charles. "Pronunciation Practice: Recognition Drills." *CJE* June 1961, pp. 69-71.

The author comments on the importance of recognition drills before production in pronunciation practice.

Shen, Yao. "Teaching Pronunciation Is Not Teaching Single Sounds Only." *ETM* 6:1.8-15 (1957).

Siertsema, Bertha. *A Test in Phonetics: 500 Questions and Answers on English Pronunciation and How to Teach It in West Africa.* The Hague: Nijhoff, 1959. vii, 87 pp.

Singh, Harvant. "Can the English Dictionary Teach Pronunciation?" *TEng* 7:2.11-16 (1963).

Discusses the disadvantages of the "common" dictionary and the advantages of the "pronouncing" dictionary with IPA transcription as an aid to pronunciation.

" 'Sound Advice': Articles 1 to 16." *ENL* 9:2.1-31 (1963).

A collection of the sixteen "Sound Advice" articles published in this journal since January 1958. Sounds usually treated in minimal contrasts with phonetic descriptions and suggestions for production and recognition drills.

Strain, Jeris E. "Teaching a Pronunciation Problem." *LL* 12:3.231-40 (1962).

Discusses the role of linguistic and pedagogical insights in teaching a pronunciation problem. Includes a lesson plan for teaching English pronunciation to Persian speakers.

Wallace, Betty J. *The Pronunciation of American English for Teachers of English as a Second Language. (With Practice Exercises.)* Ann Arbor, Mich.: George Wahr, 1957. vi, 91 pp.

Prepared for the Department of Education, San Juan, Puerto Rico, primarily for teachers of English who are not native speakers of the language. May be used in classes or for self-study. First part gives general information on problems of pronunciation and the phonology of English. The second part

contains exercises on vowel contrasts, consonant contrasts, and intonation and rhythm. Selected bibliography.

Wolff, Hans. "Phonemic Structure and the Teaching of Pronunciation." *LL* 6:3-4.17-23 (1956).

Based on experiences with the teaching of English to Puerto Ricans.

Grammar and Usage

Abercrombie, David. "Conversation and Spoken Prose." *ELT* 18:1.10-16 (1963).

Differentiates two types of spoken language: spoken prose and conversation. Suggests that what has been described and most often taught is spoken prose and that more attention be given to conversation.

Adams, Alexander. "Where is 'The': Some Contrastive Pattern Practices." *LL* 12:1.57-67 (1962).

A set of twenty pattern practices, originally developed for use with Italian students of English, on the presence and absence of "the" in American English usage. Defines two kinds of "the"—restrictive and lexical.

Aguilar, Emiliana. "A Pre-Theme Lesson Using Modification Structures." *MSTEQ* 12:3.25-8, 52 (1962).

Australia, Commonwealth Office of Education. "The Teaching of Phrasal Verbs: A New Second-Hour Activity." *ENL* Vol. 9, Nos. 1, 3, 4, 6; Vol. 10, No. 1 (1962-64). [Continued through 5 issues.]

Beneš, Eduard. "Uloha mluvnice při vyučování cizím jazykům" [The Role of Grammar in the Teaching of Foreign Languages]. *CJS* 5:4.145-55 (1961-62).

Recommends that grammar be carefully selected and graded in presentation to students, with increased emphasis on lexical and phonetic exercises.

Bowen, J. Donald. "Teaching Formal Grammar." *MSTEQ* 12:3.12-20, 39 (1962).

A justification for the study of formal grammar to help students understand how systems of human communication work.

Byrne, Donn. "An English Background for the English Lesson." *TEng* 6:3.32-7 (1961).

The author suggests that everyday expressions and idioms of polite usage (thank you, excuse me, etc.) be taught early and used frequently in the English class so that they are learned in natural context and usage becomes habitual.

———. "Reported Speech." *ELT* 18:1.22-30 (1963).

A description of reported speech and some suggestions and exercises for teaching it.

Cartledge, H. A. "Language and Idiom." *ELT* 11:1.16-18 (1956).

Suggests concentration on syntax and grammar of the language in order to avoid misuse of idioms by foreign students.

Castelo, Lutgarda M. "Tense Sequence: A Problem for Advanced Tagalog Students in English." *LL* 13:3-4.211-16 (1963).

"The Circular Drill." *ENL* 5:3.2-3 (1957); 6:6.8-14 (1959).

Examples of a drill for "time and place" which elicits strong student response and is used to teach the perfect tense. Material taken from *English for Newcomers to Australia* [see entry under Australia, Commonwealth Office of Education, *RLM:I*].

Esclabanan, Corayon. "A Lesson Plan on the Simple Tenses." *MSTEQ* 12:4.32-4 (1962).

George, H. V. "A Note on the Teaching of A and THE to Beginners Whose Mother-Tongues Do Not Show Parallel Usage." *ELT* 15:4.157-59 (1961).

Gunter, Richard L. "Proportional Drill as a Technique for Teaching Grammar." *LL* 10:3-4.123-34 (1960).

The transformation of statements into yes-no questions is used to illustrate proportional drill.

Hill, Leslie A. "Noun Classes and the Practical Teacher." *LL* 9:3-4.23-32 (1959).

Divides nouns into nine classes on the basis of the positions they can fill in sentence patterns. Suggestions to teachers and textbook writers on the use of this classification and the order of presentation.

Kałuża, Henryk. "Teaching the English Articles to Speakers of Slavic." *LL* 13:2.113-24 (1963).

An analysis of English articles in terms of the nouns which determine them. Nouns are classified as proper and common, with common nouns divided into countable and non-countable..

King, Harold V. "Oral Grammar Drills." *ELT* 14:1.13-18 (1959).

Describes four types: straight pattern practice, progressive pattern practice, substitution-concord, and question-and-answer drills.

Lees, Robert B. "Grammatical Terminology in Teaching English." *LL* 5:3-4.117-21 (1955).

Suggestions given to clarify confusion in the use of terms *tense* and *time* in teaching English.

Manila Bureau of Public Schools. "Educational Broadcasts, 1961." *MSTEQ* 11:2-3.34-45 (1961).

A script of a broadcast for Philippine teachers of English, May 16, 1961, with Dorothy Danielson as advisor and organizer. About half the program

is theoretical (noun constructs) and the other half informal practice on the ". . . is, too," ". . . isn't, either" constructions, all in dialog form.

Natividad, Marina A. "A Lesson Plan on Complements." *MSTEQ* 12:4.23-6 (1962).

Sample lesson with comments on aims, subject matter, and procedure.

Newsome, Verna L. *Structural Grammar in the Classroom.* Oshkosh, Wisc.: Wisconsin Council of Teachers of English, 1961. v, 78 pp.

Presents English grammar as an intricate system of recurring structural patterns. Part I describes some of the most frequent English structures; Part II offers a plan of procedure for presenting structural grammar to native speakers of English in the upper elementary grades and in high school.

Noodermeer, T. "Two Types of Grammar Teaching." *ELT* 11:2.46-50 (1957).

Suggests that one of the main objectives of teachers of English as a foreign language should be to encourage students to theorize about linguistic problems and to state their findings clearly.

Partridge, A. C. "The Teaching of English: A Guide to the Parts of Speech." *ESA* 5:1.66-77 (1962).

A discussion and definition of the traditional parts of speech, with comments supporting traditional grammar as opposed to the structural approach.

Paterno, Adelaida. "Answering the Question-Tag Question." *MSTEQ* 12:3.44-6 (1962).

Suggestions for teaching the tag question to native speakers of Tagalog and Hiligaynon in Filipino high schools.

———. "A Lesson on English Modification." *MSTEQ* 12:3.21-5 (1962).

Suggestions and a lesson plan for teaching English modification structures through use of a passage from literature.

———. "Teaching the Passive Voice." *PJLT* 2:1-2.26-37 (1963).

A discussion of and suggested lesson on the passive voice.

———. "Using Infinitives Correctly." *MSTEQ* 10:1.26-34 (1960).

Presents eleven "patterns using infinitives" with suggestions for correct usage.

Pool, Alice M. "How to Use Programmed Drills Designed for Programmed Learning." *English* 3:1.10-13 (1963).

A description of a program on English intonation of attached questions.

"Question Tags." *ENL* 5:1. 2-13 (1956).

The importance of question tags is stressed and an order for teaching them suggested. Reference to *English for Newcomers to Australia* [see entry under Australia, Commonwealth Office of Education, *RLM:1*].

Rajagopalan, S. "Teaching of Indirect Speech: The Situational Approach." *TEng* 7:2.20-30 (1963).

Describes teaching indirect speech through use of match-stick figures drawn on a blackboard.

Rampasová, Zora. "Jak lze v jazykovém vyučování využít 'vzorových větných modelů' k zlepšení řečových dovedností" [How to Use Sentence Patterns in Foreign Language Teaching to Improve Speech Skills]. *CJS* 5:9.400-07 (1961-62).

Rosales, Rosario. "Preventing and Correcting Errors in Verb Form." *MSTEQ* 13:2-3.15-29 (1963).

Ruhle, Charles. "A Note on Imperative Drill." *CJE* 18:9.131-34 (1961).

"Situations and Vocabulary in Relation to Patterns." *ENL* 8:3.2-8 (1961).

Suggestions to the teacher on choice of the proper vocabulary and situations for teaching sentence patterns.

Tate, Gloria. "Number in English Nouns." *PIE* 28:40-8 (1961).

A recommendation for teaching nouns in the context of phrases or sentences, not in isolation, in order to facilitate learning the correct agreement of subject and verb.

VOCABULARY

Anthony, Edward M. "The Teaching of Cognates." *LL* 4:3-4.79-82 (1952-53).

Limited and careful teaching of cognates can be a useful way of expanding the student's vocabulary in a second language. Examples from English and Spanish.

Lado, Robert. "Patterns of Difficulty in Vocabulary." *LL* 6:1-2.23-41 (1955).

Discusses the form, meaning, distribution, and classification of words. Attempts to clarify and classify problems in language teaching which arise from differences in vocabularies of various languages.

Oloroso, Laura S. "Types of Exercises for Doing Vocabulary Study." *MSTEQ* 12:3.40-3, 49 (1962).

Vocabulary exercises for deriving the meaning of words from context clues and sentence, word, and phonetic structure. Based on texts used in Filipino secondary schools.

Tachakra, Rati. "Vocabulary Analysis of New Ashoka Readers – Book 1." *BCIE* 1.139-41 (1961).

Gives distribution and frequency of "content words" with practical suggestions to teachers using these texts in India.

West, Michael. "A Plateau Vocabulary for Speech." *LL* 7:1-2.1-7 (1956-57).

Written in answer to Lado's article "Patterns of Difficulty in Vocabulary"

(see entry above under Lado, Robert). Discusses difference between a reading and an active (speaking) vocabulary. Gives suggestion on the drawing up of a "plateau" vocabulary for speech and advocates separating the teaching of reading and speaking after the first stage of learning the language.

READING

Barnard, G. L. "Reading to the Class 'With Expression'." *ELT* 9:1.24-30 (1954).

Bloomfield, Leonard and Clarence L. Barnhart. *Let's Read: A Linguistic Approach.* Detroit: Wayne State Univ. Press, 1961. 465 pp.

Introductory essays on reading with texts and reading material for children whose native language is English. Begins with the most regularly-spelled monosyllabic words, cumulatively increasing in difficulty. Essays by Barnhart, Robert C. Pooley, Bloomfield, and George P. Faust. Index to all words in lessons.

Burrow, H. Coulthard. "Reading Cards and Substitution Tables." *ELT* 12:4.138-50 (1958).

Practical suggestions for concentrated practice in teaching reading of particular structures.

Cartledge, H. A. "Reading with Understanding." *ELT* 10:1.27-30 (1955).

Advocates specific training in the art of reading after beginning stages of language learning. Discusses "extensive" and "intensive" reading with suggestions to teachers.

Cawson, F. H. "Experimental Courses in Rapid Reading: Ghana." *OVAC* 7.10-15 (1963).

Reports the results of rapid reading courses based on materials prepared by Harvard University and Carborundum, Ltd., and recommends improvements in material and presentation.

Dale, Edgar. "Teachers and Reading." *ETF* 1:2.11-14 (1963).

A discussion of the factors involved in learning to read, with suggestions for teachers of English as a foreign language.

Elliott, A. V. P. "The Reading Lesson." *ELT* 17:1.9-16 (1962); 17:2.67-72 (1963).

Discusses aims of teaching reading, underlying principles, the need for simplified reading material, and the presentation of two reading lessons.

Fisher, G. H. "The Encouragement of Wider Reading: An Experiment." *GTJ* 38:42-5 (1963).

The author discusses the importance of the correct attitude toward reading. The teachers participating in the experiment were encouraged to read good modern books, and as a result they became aware of the connection between reading habits and the quality of their spoken and written English.

Fries, Charles C. *Linguistics and Reading.* New York: Holt, Rinehart and Winston, 1963. xxi, 265 pp.

An attempt to lay the foundation for an integrated program that would provide materials for beginning reading and the continued development of reading skills. Included are survey chapters on theory and practice in the teaching of reading and the history of language study, and chapters on the nature of the reading process, English spelling, and the methods and materials through which the process of learning to read may be accomplished. Although concerned with the teaching of reading to English speaking children, much of the material should prove of interest to teachers of English as a foreign language.

Fry, Edward. *Teaching Faster Reading.* 2 vols. Cambridge: Cambridge Univ. Press, 1963.

The first volume, a manual, is designed for teachers of reading improvement courses at the secondary school and university levels, primarily in the developing countries. Includes comments on method, a course outline, and lecture material. The second volume, a drill book, contains reading passages within a vocabulary range of 2000 words, questions to determine comprehension levels, and charts for recording progress.

Hill, L. A. "The Teaching of Reading." *ELT* 14:1.18-21 (1959).

Describes the writer's successful experiments with the Word or Sentence Method which is based on teaching children to associate pictures, meanings, and pronunciation with written shapes of words or short sentences.

Hodgson, F. M. "Intensive Reading." *GTJ* 39.12-16 (1963).

The author distinguishes between learning to read in a first and second language. He emphasizes the importance of the class-reader in second-language learning as a means of building up the student's stock of vocabulary and structures.

King, Harold V. "Linguistic Aspects of the Reading Program." *LL* 9:1-2.19-23 (1959).

Suggests "some of the ways in which an understanding of the nature of language and its relation to the writing system can contribute to efficiency in the teaching of reading."

Machuca, Belen. "Teaching English Reading in Puerto Rico." *LL* 5:1-2.22-8 (1953-54).

Explores the relationships between reading instruction in Spanish and English in Puerto Rico. Suggestions on helping the reading process in English.

Nardin, Mabelle B. "Some Suggestions for Improvement of Reading in Junior High Schools." *ELECB* 7.6-13 (1963).

Discusses some of the problems in improving the reading ability of Japanese students in their native language as well as in English.

Sirkar, Tilottama. "Reading and Comprehension." *BCIE* 1.113-20 (1961).

Describes the importance of reading comprehension in preparation for examination papers and offers examples of comprehension exercises.

Spencer, D. H. "In the Classroom, No. 8: Dealing with the Prose Texts." *ELT* 14:3.123-27 (1960).

Practical suggestion on how to make reading part of language learning.

Tregidgo, P. S. "The Class Reader." *GTJ* 40.9-12 (1963).

The author gives some suggestions for handling classes in reading.

West, Michael. "The Technique of Reading Aloud to a Class." *ELT* 8:1.21-4 (1953).

Composition, Spelling, Writing

Brathwaite, L. E. "Composition and Creative Writing – V." *GTJ* 37:16-18 (1963).

Samples of children's compositions written with minimum dependence on the teacher.

"Controlled Writing Exercises for the High School." *MSTEQ* 13:2-3.30-45 (1963).

Lesson plans for first through fourth years.

Dathorne, O. R. "Common Mistakes in Essay Writing in Nigeria." *OE* 33:4.176-78 (1962).

Erazmus, Edward T. "Second Language Composition Teaching at the Intermediate Level." *LL* 10:1-2.25-31 (1960).

Points out the necessity of reading and writing at the intermediate level and makes a number of suggestions for teaching composition.

Fernando, Chitra. "Composition Class." *TEng* 6:4.24-8 (1961).

Suggests that imaginative compositions are preferable to narrative ones and that using a piece by an English author on the same subject may be a good model and reference.

de Guzman, Lilia. "A Lesson in Fourth Year Composition Integrating Phonetics, Vocabulary, Structure, and Character Education." *MSTEQ* 12:4.27-31 (1962).

Hill, L. A. *Letter Writing.* London: Oxford Univ. Press, 1963. vi, 57 pp.

Advice on letter writing for foreign students of English. Includes chapters on layout, useful sentences for private letters, format and style for business correspondence, and suggestions for telegrams.

Holden, C. L. "The Teaching of English Essay Writing." *WAJE* 5:1.2-5 (1961).

Suggestions on how to improve content of students' essays.

Ilson, Robert. "The Dicto-Comp: A Specialized Technique for Controlling Speech and Writing in Language Learning." *LL* 12:4.299-301 (1962).

Describes a combination technique of dictation and composition for use as a class exercise, or as a diagnostic or placement test.

Legarda, Carman. "A Lesson Plan in Composition IV Showing the Preparation for a Theme." *MSTEQ* 11:2-3.62-5 (1961).

Marquardt, William F. "Composition and the Course in English for Foreign Students." *CCC* 7:1.35-40 (1956).

Navarro, Fe. "Preventing and Reducing Errors in Spelling, Punctuation and Capitalization." *MSTEQ* 13:2-3.46-53 (1963).

Nichols, Ann E. "Punctuation Problems for Speakers of Germanic Languages." *LL* 12:3.195-204 (1962).

The author compares the punctuation systems of English and four Germanic languages and states four principles of punctuation based on structural characteristics.

Pincas, Anita. "Structural Linguistics and Systematic Composition Teaching to Students of English as a Foreign Language." *LL* 12:3.185-94 (1962).

Suggests the utilization of multiple substitution exercises as a method of controlled habit formation in composition classes.

Pruna, Ruth Goodgall. "English Composition Practice in Cuba." *LL* 9:3-4.67-70 (1959).

A survey of preparation for and actual assignment of various types of English writing practice in Cuba. The types involved are the paraphrase, the precis, outlining, sentences, and paragraphs.

San Juan, Clehenia C. "Spelling Errors in the Themes Written by Some Manila Seniors in the March, 1961, National Examinations for English." *MSTEQ* 11:2-3.46-51 (1961).

Errors detected are classified and listed, and suggestions and recommendations are made for correcting them. A short materials list.

Schonell, Fred J., P. M. Clements, and L. I. Lewis. *The Essential Spelling List for South-East Asia.* London: Macmillan, 1956. 51 pp.

Covers approximately 3300 words "commonly used by Primary School pupils in their written work." Six word groups for ages 7 to 12 graded for difficulty.

Srivastava, Indra Swarup. "Classroom Tests of Spelling." *TEng* 7:2.3-9 (1963).

Suggestions on the selection, level of difficulty, and number of words to be included on spelling tests, with comments on the purposes and presentation of such tests.

Stevick, Robert D. "Is English Composition Only for Americans?" *CCC* 12:4.236-39 (1961).

Discusses the problem of teaching English rhetoric abroad, based on experience at the University College of the West Indies, Jamaica.

Suckling, N. J. "Writing a Book." *OE* 33:1.12-14 (1961).

Describes the technique of having students develop a theme filling half an exercise book in a three-month period.

Vodden, M. H. D. "Correcting Written Work." *TEng* 8:1.13-17 (1963).

Suggests a standardized method for correction of students' written work.

Warner, A. J. "Models of Good English." *ELT* 14:4.161-68 (1960).

Concerned with standards of present-day written literary English for foreign students.

West, Michael P. "English Spelling." *ELT* 9:4.132-36 (1955).

Practical suggestions, devices, and some rules to help achieve correct spelling.

Written Expression in English: Bulletin No. 3. Madras, India: The South India Teachers Union Publications, [1960]. vi, 46 pp.

The recommendations of two conferences on the teaching of English in middle and high schools in India. Includes schemes of composition for middle and high schools, notes and discussions on various topics connected with the teaching and correcting of compositions.

LITERATURE

Andrade, Enriqueta. "A Plan for an Appreciation Lesson." *MSTEQ* 12:4.35-7 (1962).

Subject of lesson is Wordsworth's poem "The Daffodils."

Bottrall, Ronald. "The Teaching of English Poetry." *ELT* 8:2.39-44 (1953-54).

Cartledge, H. A. "Verse Speaking in the English Class." *ELT* 13:2.67-72 (1959).

Cowling, R. A. "Observations on the Teaching of English Literature to Foreigners with Special Reference to South America." *ELT* 17:1.27-33 (1962).

Davies, Alan. "Sound English: The Case Against Simplicity." *UE* 15:1.23-6 (1963).

The author suggests choosing literature which is within the linguistic capability of the students rather than using simplified literature.

Edwards, Paul and David R. Carroll. "Teaching English Literature to West African Students." *ELT* 18:1.38-44 (1963).

The authors maintain that the value of teaching literature to a foreign student lies in its relevance to his life. They suggest beginning with works which have an African setting so that literature courses move from the

familiar to the unfamiliar and the study of literature becomes a living experience.

Enright, D. J. "Splendours and Miseries of a Literature Teacher." *ELT* 13:1.7-11 (1958).

The main objective of teaching English literature abroad is seen as offering "standards whereby the use of language can be judged."

Felix-Jones, Ivor. *The Teaching of English: Presentation of Set Books.* (Hong Kong Education Department Handbooks of Suggestions for Teachers.) 2nd ed. Hong Kong: S. Young, 1961. vii, 177 pp.

A guide for teachers of advanced English and English literature courses in Hong Kong. Includes description of the works prescribed for the 1962 Hong Kong English School Certificate English Language and Literature Examinations, and discussion on the teaching of language, the novel, poetry, and Shakespeare with synopses of the materials and teaching suggestions.

Fernando, Chitra. "The Place of Literature in the Teaching of English as a Second Language." *JNESC* 10:2.69-75 (1961).

The author discusses the need for appropriate selections in English literature for students in Ceylon. She maintains that readings should represent the variety of English most useful to the student and should reflect a background understandable to the student without a great deal of explanation.

Hill, Archibald A. "Literature in Language Teaching." *ELECB* 4.6-15; 5.6-16 (1962).

Discusses some basic principles which underlie the selection of literary work for use in the English language classroom.

Ney, James W. "On Teaching English Poetry to Non-Native Speakers." *ETM* 11:12.6-9 (1963).

The author suggests that an English literature course for non-native speakers of English be different from one for native speakers. The language of the student can be used to teach the theories of English poetry, while English can be used to analyze the language of the poem itself and to demonstrate how it differs from ordinary speech patterns in English.

Oloroso, Laura S. "Filipino Writers in English and Contextual Orientation." *MSTEQ* 12:4.1-7, 11 (1962).

Advocates the use of Filipino literature written in English to provide cultural orientation and language practice.

Paikeday, T. M. "The Milk of Paradise." *ELT* 14:2.55-60 (1960).

Examines the problems involved in teaching English poetry to university students in India and suggests concentration on English as a means of communication.

Pattison, Bruce. "The Teaching of Literature." *ELT* 17:2.59-62 (1963).

Maintains that teaching should concentrate on the language with literature supplying added interest.

Pincas, Anita. "'Cultural Translation' for Foreign Students of English Language and Literature." *LL* 13:1.15-25 (1963).

Using C. P. Snow's *The New Men,* the author lists several passages and describes two cultural interpretations of each. Suggestions for using cultural translation in the classroom are given.

Press, John, ed. *The Teaching of English Literature Overseas.* London: Methuen, 1963. 181 pp.

Extracts from the proceedings of a conference held in 1962 under the auspices of the British Council. Topics included techniques, syllabuses, and examinations for English literature in universities, in adult education in schools, and in the training of teachers of English.

Scott, Charles T. "Preparing Literature Materials for Foreign Students." *LL* 9:3-4.59-65 (1959).

Advocates using prose selections reflecting the students' own cultural background at first, with simplification of texts through control of vocabulary and structure.

Spencer, D. H. "Prescribed Books." *ELT* 9:2.57-62 (1955).

Discusses, from the point of view of British public examinations, the selection of set books and the problem of how to use literature as an aid to language teaching.

TEACHING AIDS

General

Audio-Visual Aids and Modern Language Teaching. London: National Committee for Audio-Visual Aids in Education, 1962. 48 pp.

Articles selected from *Visual Education.* Each one deals with the application of a specific method such as still pictures, films, radio, and television.

Audio-Visual Materials Handbook. Rev. ed. Bloomington, Ind.: Indiana Univ. Audio-Visual Center, 1960. 102 pp.

Contains practical suggestions for the making and use of simple aids as well as more sophisticated and costly media.

Bale, Kenneth. "The Care of Audio-Visual Equipment under Tropical Conditions." *OVAC* 7.6-10 (1963).

Comments on selection of equipment, effects of tropical conditions, and suggested safeguards.

Bereday, George Z. F. and Joseph A. Lauwerys, eds. *Communication Media and the School: The Year Book of Education 1960.* Tarrytown-on-Hudson, N.Y.: World Book, 1960. xiv, 592 pp.

A collection of articles by experts in the field of mass communication media throughout the world. Includes sections on theoretical and social implications of new media and education, inventions and research, and the use of new media in thirteen countries. Contains a case study on machines and the teaching of foreign languages in the U.S.A.

Coppen, H. M. "Audio-Visual Aids in the Teaching of English as a Second Language." *OVAC* 4.2-9 (1961).

Discusses pictures, plastigraphs, films, and tape recordings for classroom use.

Desberg, Dan. "Automaticity: Language Learning Goal." *ESAG* April 1961, 172-74.

The author presents a theory of electronic language teaching and its application.

Eddy, Frederick D. "1959 Revisited." *AVI* 7:9.602-23 (1962).

A review of recent developments in teaching modern foreign languages, bringing up-to-date the special issue of *AVI* devoted to that subject in September, 1959. [See entry below under *What Do We Know About Teaching Modern Foreign Languages?*]

Ely, Donald P., ed. *The Changing Role of the Audio-Visual Process in Education: A Definition and a Glossary of Related Terms. AVCR* 11:1.1-148 (1963).

A description of the technological developments in the field of audio-visual instruction.

Graflex Audio Visual Digest. 2nd ed. Rochester, N.Y.: Graflex, 1963. 48 pp.

A collection of articles by specialists in the field of audio-visual teaching aids and by teachers reporting successful classroom techniques in the use of AV equipment. Includes comments on records, tape recorders, television, films and teaching machines.

Hobbs, J. "Some Aids in the Teaching of English as a Second Language." *OVAC* 6.2-7 (1962).

Discusses the tape recorder as a teaching aid for pronunciation, structure, and controlled conversation in English, with comments on the preparation of visual aids for the classroom.

Hok, Ruth. "Status of the Use of Audio-Visual Aids in the United States Today." *MSpr* 56:4.385-94 (1962).

Huebener, Theodore. *Audio-Visual Techniques in Teaching Foreign Languages: A Practical Handbook.* New York: New York Univ. Press, 1960. xi, 163 pp.

A text intended for teachers of foreign languages in the United States. Treats such subjects as the blackboard, dramatization, and pictures. Includes sections on the use of films, filmstrips, phonograph records, tape recorders, the radio, television, and the foreign language laboratory.

International Center for Teaching Materials. *Instructional Devices for Overseas Use.* New York: Columbia Univ. Teachers College, [1963]. 8 pp.

Information on a variety of audio-visual equipment adapted for use in overseas teaching situations. Includes comments on availability, price, and size.

Meierhenny, Wesley C., ed. *Learning Theory and AV Utilization. AVCR* 9:5 Supplement 4 (1961). 88 pp.

A collection of articles on learning theories and their relationship to instructional materials. Includes discussions of gestalt and stimulus-response psychology, motivation and the communication processes, and human learning and audio-visual education.

Sanderson, Peter. "A List of Audio-Visual Aids in the Teaching of English Overseas." *OVAC* 7.26-8 (1963).

Lists eighteen kinds of teaching aids, primarily visual, which are available and inexpensive.

Sargent, Michael. "Audio-Visual Techniques of Language Teaching." *D* 1.133-43 (1963).

Discusses the assumptions underlying the use of audio-visual aids in modern language teaching.

Somartne, W. R. P. *Aids and Tests in the Teaching of English as a Second Language.* London: Oxford Univ. Press, 1956. 119 pp.

Outlines various types of aids and tests. Classifies aids into visual, reading, mechanical, practical, and social. Last section describes testing.

What Do We Know About Teaching Modern Foreign Languages? AVI 4:6.189-220 (1959).

An entire issue in which questions are answered by experienced teachers and administrators. Contents include: some basic concepts, administrative problems; room location, room treatment and furniture; equipment and costs; materials; techniques; evaluation; bibliography; equipment directory.

Songs, Games, Rhymes

Aickman, Dorothy. *Rhymes for Speech and Action.* 3 vols. London: Univ. of London Press, 1960.

A collection of graded rhymes designed to provide oral practice for children at the introductory level of English. Stressed syllables and some pauses indicated by accent marks and lines. Teacher's book offers suggestions for use of the material and gives notes on each rhyme.

Allen, Walter Powell. *Easy Crossword Puzzles for People Learning English.* Washington, D.C.: Washington Publications, 1956. 46 pp.

Crossword puzzles for intermediate foreign students, graded on the basis of

the 500 most common words of the Thorndike-Lorge list. Solutions are at the end of the volume.

Close, R. A. "In the Classroom, No. 7: Pattern Practice or 'The Parson's Cat'." *ELT* 14:1.26-32 (1959).

Explains and recommends "The Parson's Cat," a familiar game, which has the advantages of pattern practice in disguise.

Fernando, Swarnamali. "Activities in the Teaching of English." *JNESC* 12:1.34-44 (1963).

Presents some brief, practical hints on the use of diaries, games, advertisements, and puppets.

Hakim, Selim and D. C. Miller. *Progressive Crossword Puzzles.* 2 vols. London: Oxford Univ. Press.

Graded reviews of vocabulary, spelling, and sentence patterns. Thirty puzzles in each part.

Harter, Helen. *English is Fun.* Tempe, Ariz., 1960. 82 pp.

A series of games, illustrations, songs, and rhymes for young non-English speaking children in Arizona. Instructions to teacher in use of text and suggestions for classroom activities. Available to organizations, but not to individuals.

Hoh, I. K. "Language Games." *GTJ* 40:33-7 (1963).

Lee, W. R. and M. Dodderidge. *Time for a Song: A Book of Songs for Overseas Learners of English.* London: Longmans, 1963. x, 80 pp.

A collection of well-known British songs for both children and adults to be used as practice for the sentence-structures of English.

Manukure, Janet. "Some Useful Reading and Language Practice Games." *GTJ* 37:8-15 (1963).

A description of twenty-four games which should help to bring interest to the language lessons and yet give reading and language drill.

Willey, K. M. "Language Games." *ELT* 9:3.91-9 (1955).

Suggestions for a variety of language games, starting with ones suitable for children who have had only two or three lessons, and going on to complicated speech-writing games. Both team games and non-team games included.

Woolrich, B. "'Alibi'." *ELT* 17:3.122-25 (1963).

Suggests use of a game called "Alibi" to provide student practice in using the question form of the simple past tense.

Zierer, E. "A Social Game for Practising English." *ELT* 16:2.83-5 (1962).

An audio-visual aid in the form of a card game to elicit various structures in various contexts.

Television, Radio, Films

Corder, S. Pit. *English Language Teaching and Television.* London: Longmans, 1960. 107 pp.

A discussion of the didactic, linguistic, and psychological aspects of "televised instruction" and "instructional television." Considers the characteristics of TV as a medium of instruction. Bibliographical references.

Forsdale, Louis and Gerald Dykstra. "An Experimental Method of Teaching Foreign Languages by Means of 8 mm Sound Film in Cartridge-Loading Projectors." *LL* 13:1.5-10 (1963).

Kinross, Felicity. "An Experiment in Teaching English by Radio in Primary Schools in Ghana." *TEd* 1:3.36-43 (1961).

A description of an experimental series of broadcasts of fairly simple material begun near Accra. The project was considered a success in providing students with an active model of standard English.

McCready, George H. "English by Television?" *ETN* 3.13-15 (1962).

Report on the United States Information Agency series of television programs for teaching English at the beginning level overseas.

New York City, Board of Education. *Teaching English as a Second Language in the Elementary Schools: Manual for In-Service Television Course.* New York: Board of Education, n.d. 17 pp.

O'Connor, Patricia. "A Film Strip for Pattern Drill." *LL* 5:1-2.43-7 (1953-54).

The advantages of using film strips of stick figure drawings to teach pattern drills at the introductory level.

Aural

The College Language Laboratory. Ann Arbor, Mich.: Univ. of Michigan, 1961. xi, 110 pp.

Collection of the papers presented at a conference held in New York City, November, 1960, and sponsored by the Foreign Language Program Research Center of the Modern Language Association of America. Included are discussions of materials, techniques, testing, and equipment.

Coppen, Helen. "Audio Aids for Language Teaching at the Secondary Level." *TEd* 2:3.20-9 (1962).

Gives suggestions for the use of various audio aids, especially the tape recorder.

Corder, S. Pit. "The Language Laboratory." *ELT* 16:4.184-88 (1962).

A discussion of three stages of complexity in language laboratories, their role as a tool of the teacher in a language learning program, and suggestions regarding their proper and effective use.

Dykstra, Gerald. "A New Dimension in Laboratories." *LL* 11:3-4.147-52 (1961).

Suggests that some of the gaps created by shortage of teachers can be filled by untrained volunteers along with the use of laboratories and other audio-visual aids, especially those which do not require unwieldy, expensive, and complicated hardware.

Gravit, Francis W. and Albert Valdman, eds. *Structural Drill and the Language Laboratory: Report of the Third Language Laboratory Conference Held at Indiana University, March 29-31, 1962.* (Indiana University Research Center in Anthropology, Folklore, and Linguistics, Publication 27.) Bloomington, Ind., 1963. xi, 224 pp.

Primarily concerned with the most effective use of equipment and procedures of programming and operation. Current textbooks for use in language laboratories, evaluation of techniques, structure drills, testing tapes and new developments in textual materials and teaching machines were discussed.

Hayes, Alfred S. *Language Laboratory Facilities: Technical Guide for the Selection, Purchase, Use, and Maintenance.* (New Media for Instruction 4.) Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, Office of Education, 1963. vii, 119 pp.

A study of effective systems of language laboratory equipment and their technical specifications. Included are a glossary of tape recording terms with many illustrative drawings, a list of advantages a language laboratory can provide, and general and specific technical specifications for the purchase and installation of a language laboratory.

———. "Procedures for Language Laboratory Planning." *BNASSP* 46:272.123-35 (1962).

A series of planning procedures with consideration of administrative, technical, and pedagogical factors. References to the literature and a bibliography are included.

Holton, James S., et al. *Sound Language Teaching: The State of the Art Today.* New York: University Publishers, 1961. xi, 249 pp.

A practical treatment of the language laboratory, its use, organization, and administration. Sections on "hardware" describe the various types, their functions, their advantages and disadvantages as pedagogical tools. Suggestions for lesson programming, lesson design, visual materials, and testing. Bibliography.

Hutchinson, Joseph C. *Modern Foreign Languages in High School: The Language Laboratory.* Washington, D.C.: Office of Education, 1961. 85 pp.

A booklet offering some practical guidelines for teachers and administrators in planning and operating language laboratories. Emphasizes the instructional role of the laboratory.

Karklins, Arthur and Stafford H. Thomas. *First Aid for Tape Recorders: A Practical Guide for Operation and Maintenance.* Rev. ed. Seattle: Univ. of Washington, 1961. 33 pp.

A simplified guide for the use and maintenance of tape recorders. Material includes a "Checklist for Possible Trouble Sources," diagrams, a list of recording terms, and numerous comments on equipment, operation, and copying procedures.

Kirch, Max S. "The Role of the Language Laboratory." *MLJ* 47:6.256-60 (1963).

A careful evaluation of what the language laboratory can and should do in a language program as an adjunct to the classroom.

Kreidler, Charles W. "The Language Laboratory and the Language Classroom." *Selected Conference Papers of the NAFSA English Language Section 1962,* David P. Harris, ed. New York: National Association for Foreign Student Affairs, 1964. Pp. 28-31.

A discussion of the extent to which the language laboratory and the teacher-on-tape can perform the teaching functions of model, guide, and monitor.

Léon, P. R. *Laboratoire de langues et correction phonétique.* (Publications du Centre de Linguistique Appliquée de l'Université de Besançon.) Paris: Didier, 1962. 275 pp.

Traces developments in the methodology of teaching correct pronunciation, particularly the contributions of applied linguistics and technological aids to the problem. Gives extensive information on methodological and other developments in Europe and the U.S.

Marty, Fernand. *Language Laboratory Learning.* Wellesley, Mass.: Audio-Visual Publications, 1960. 256 pp.

A text giving much useful technical information on the use and maintenance of the laboratory in schools and colleges in the U.S. Illustrations taken mostly from French. Contains a discussion of basic principles of sound recording, operating a language laboratory, specifications for the language laboratory, and various types of language laboratory installations. Also sections describing a French basic course, and specialized courses in literature, phonetics, stylistics, civilization, and simultaneous interpretation.

Mathieu, Gustave. "The Pause Lever: Key to Self-Pacing." *GQ* 35:3.318-21 (1962).

———, James S. Holton, and Everett V. O'Rourke. *Suggestions for Teaching Foreign Languages by the Audio-Lingual Method: A Manual for Teachers. BCSDE* 29:7.1-27 (1960).

A discussion of basic types of laboratory practice: listening-comprehension, mimicry-memorization, creative, and self-evaluation. Examples of exercises in English of all four types. Emphasis on the preparation of pattern drills for use in class or laboratory.

Morton, F. Rand. "Foreign Language Program and the Language Laboratory." *The Gwinn Curriculum Study*. Ann Arbor, Mich.: Univ. of Michigan, Bureau of School Services, 1960. Pp. 43-55.

Specifies terminal objectives for an integrated foreign language program in a specific school system and the kind of equipment needed to achieve these objectives.

Najam, Edward W., ed. *Materials and Techniques for the Language Laboratory: Report of the Second Language Laboratory Conference Held at Purdue University, March 23-25, 1961*. (Indiana University Research Center in Anthropology, Folklore, and Linguistics, Publication 18.) Bloomington, Ind., 1962. x, 218 pp.

Major topics of discussion included techniques, experimental materials, research, financing, planning, and developments in the field of the language laboratory. Participants included experts in the areas of linguistics, language teaching, and audio-visual aids.

Oinas, Felix E., ed. *Language Teaching Today: Report of the Language Laboratory Conference Held at Indiana University, January 22-23, 1960*. (Indiana University Research Center in Anthropology, Folklore, and Linguistics, Publication 14.) Bloomington, Ind., 1960. xii, 221 pp.

Topics include equipment, methods and techniques, and programming language instruction for teaching machines.

Pimsleur, Paul. "The Functions of the Language Laboratory." *MLJ* 43:1.11-15 (1959).

Laboratory procedures discussed in terms of the aural-oral objective, the grammar objective, the remedial function, and the laboratory atmosphere.

Sculthorp, M. A. "Language Laboratory Progress." *VE* March 1963, pp. 6-9.

A discussion of the emergence of the language laboratory in Britain and of the provision of suitable teaching materials.

Stack, Edward M. *The Language Laboratory and Modern Language Teaching*. New York: Oxford Univ. Press, 1960. viii, 149 pp.

This practical guide for modern language teachers provides specific descriptions of techniques and procedures for the classroom, language laboratory, and related activities. Teaching techniques as well as administrative and mechanical techniques relating to the operation of language laboratories are discussed. Problems and exercises for every chapter.

Strevens, Peter. *Aural Aids in Language Teaching*. London: Longmans, 1958. 44 pp.

Concerned mainly with the teaching of English as a foreign language and with equipment or materials available in the United Kingdom. After a short general introduction on the use of aural aids and a list of books and periodicals devoted to the subject, there is a section on techniques of the use of the gramophone, the tape recorder, the radio and sound films. The

remainder of the text deals with practical advice on buying aural aids and on maintaining them in tropical climates. Contains a catalogue of gramophone records suitable for use in teaching English.

Valdman, Albert. "How Do We Break the Lockstep?" *AVI* 7:9.630-34 (1962).

A description of the French program at Indiana University in which the laboratory serves as a teaching machine. This frees the teacher to lead students to display the material acquired in the laboratory in a simulation of a natural context.

VISUAL

Bentley, W. J. "The Production of Wallcharts." *OVAC* 5.7-10 (1962).

Suggests purposes, size and layout, and materials for the teacher's construction of wallcharts.

Broughton, Geoffrey. *English through Activity: An Approach to Second Language Teaching.* (Malayan Teaching Series No. 2.) Singapore: Eastern Universities Press, 1960. 39 pp.

Classroom devices and games for teaching a foreign language, especially to small children. Materials are readily available, and the approaches are realistic and practical.

Cartledge, H. A. and M. R. Snodin. "In the Classroom, No. 5: The Use of the Blackboard." *ELT* 13:3.109-12 (1959).

Corder, S. Pit. "A Theory of Visual Aids in Language Teaching." *ELT* 17:2.82-7 (1963).

Classifies visual aids by function in teaching, i.e. things for talking *about* and things for talking *with* in demonstration situations.

Cornfield, Ruth R. "The Spoken Word." *ESAG* 42:2.82, 87 (1963).

Suggests that visual materials aid in creating a classroom climate in which language, culture, and concepts can be combined.

Devereux, E. J. P., ed. *An Introduction to Visual Aids.* London: Visual Aids Centre, [1962]. 190 pp.

A collection of articles, some dealing with specific types of aids, and some with the application of various aids to specific subject areas and levels of education. Contains a chapter with bibliography on English as a foreign language.

du Sautoy, Peter. "Colour and Shape in Visual Aids in Developing Countries." *OVAC* 4.16-18 (1961).

Deals with problems which may be encountered in producing visual aids for countries in Africa because of cross-cultural differences in the understanding of shape and color.

Electronic Teaching Laboratories. "Visual Aids for the Laboratory." *ETL Newsletter* 4:3.1-3 (1963).

Suggests the use of line drawings stressing a single fact or situation for laboratory practice in order to elicit only the desired response from the picture stimulus.

Flannelgraph as an Aid to Teaching and Training. (Publication No. 6.) London: Oversea Visual Aids Centre, 1961. 16 pp.

Description of the construction and use of flannelgraphs for educational purposes.

French, Arthur. "Some Questions on Choosing, Making, and Using Visual Materials." *OVAC* 8.10-14 (1963).

Discussion of some criteria which should be considered in making visual materials for teaching purposes.

Green, T. L. *The Visual Approach to Teaching.* 2nd ed. (Teaching in India Series, 21.) London: Oxford Univ. Press, 1963. 421 pp.

Discusses in simple English the broad field of visual aids in teaching. One chapter deals with "Visual Methods and the Teaching of Language and Literature;" others describe the making of visual aids; problems of use; and preservation.

Hill, L. A. "Colour Slides in Language Teaching." *ELT* 15:4.164-67 (1961).

Gives suggestions for the use of color slides for lessons or series of lessons and for formal tests of listening, reading, speaking and writing.

Pond, Karl S. "A Language Teaching Tool: The Overhead Projector." *MLJ* 17:1.30-3 (1963).

A discussion of the overhead projector for transparencies, especially as a tool to replace the blackboard.

Ramshaw, H. G. *Blackboard Work.* London: Oxford Univ. Press, 1955. 60 pp.

Illustrates effective techniques of blackboard drawing.

Richards, I. A. and Christine Gibson. "Mechanical Aids in Language Teaching." *ELT* 12:1.3-9 (1957).

Discussion concerned mainly with Basic English and the use of pictures in *English through Pictures* by the same authors [see Richards, I. A., *RLM:I*].

Snodin, M. R. "Language in Context." *ELT* 10:2.47-50 (1956).

A discussion of the teaching of British English in relation to its cultural setting. The author describes a set of materials in the form of a "study-box" prepared by the British Council entitled *An Introduction to Britain.*

Preparation and Analysis of Materials

Allen, Walter Powell. *Selecting Reading Materials for Foreign Students: A Technique for Selecting Reading Materials which Provide Cultural Background for Learning English.* Washington, D.C.: Washington Publications, 1955. iii, 73 pp.

Assumes that since language derives its meaning from situations, the foreign language teacher's task is to provide actual or vicarious experience which may supply the context of the words. Deals with literary materials with the advanced student in view and is concerned with development of recognition vocabulary. Bibliography.

American Council of Learned Societies. *Structural Notes and Corpus: A Basis for the Preparation of Materials to Teach English as a Foreign Language.* Washington, D.C.: American Council of Learned Societies, 1952. x, 109 pp.

This volume, sometimes referred to as the "General Form," although not intended for use as a textbook itself, is the basis of the ACLS Spoken English Series. [See entry under American Council of Learned Societies, *RLM:I.*] It provides detailed class directions, material for dialogs and practice, transcription, grammatical notes, etc., for adaptation into the languages of the various volumes. Uses Trager-Smith notation. Not available for general use at this time.

Boulouffe, Jacqueline. "What to Overload and What to Overlook." *ELT* 15:3.111-15 (1961).

A few practical suggestions on the selection and organization of materials for teaching vocabulary and structure at an early stage.

Broughton, G. "Don't Shoot the Editor." *ELT* 16:4.199-204 (1962).

Discusses the various techniques utilized by editors in simplifying literature for students of English as a foreign language.

Cannon, Garland H. "A Suitable Reader for Foreign Students in the Freshman Composition Course." *LL* 6:3-4.54-61 (1956).

Gives reasons why regular freshman readers are often unsuitable for foreign students and advocates use of modern materials from the students' own language or world literature.

Clubb, Merrel D., Jr. "The 'General Form' and English as a Foreign Language." *MLJ* 44:6.255-60 (1960).

Critical analysis of the American Council of Learned Societies' textbooks of Spoken English based on a study of *Structural Notes and Corpus: A Basis for the Preparation of Materials to Teach English as a Foreign Language.* [See entries under American Council of Learned Societies in this volume and under American Council of Learned Societies, *RLM:I.*]

Fal'kovič, M. M. Лексический справочник по английскому языку [Lexical Guide for English]. Moscow: Foreign Languages Pub. House, 1961. 353 pp.

Contains the active vocabulary taught in the first five years of English in Soviet Foreign Language Departments and Institutes. In the first part, words are presented in alphabetical order with Russian equivalents; in the second part, they are classified according to year.

Freeman, Harry. *Principles and Procedures for Selecting and Adapting Literary Materials for Adults Learning English as a Second Language.* Ed.D. diss., Teachers College, Columbia Univ., 1956.

Fries, Charles C. "Preparation of Teaching Materials, Practical Grammars, and Dictionaries, Especially for Foreign Languages." *LL* 9:1-2.43-50 (1959).

A discussion of the contribution that structural linguistics can bring to the preparation of foreign language teaching materials, and problems and practices in the preparation of dictionaries and grammars.

——— and Agnes C. Fries. *Foundations for English Teaching.* Tokyo: Kenkyusha, 1961. xiii, 382 pp.

Detailed representation of the oral approach. Contains a corpus of basic essentials of English structure for each of the three years of the lower secondary schools in Japan. Intended to be used as basis for the construction of English textbooks and teachers' guides for Japan, but helpful also to those organizing their own materials.

Hill, Archibald A. "Language Analysis and Language Teaching." *MLJ* 40:6.335-45 (1956).

Presents a set of linguistically oriented rules by which language teachers may judge a language textbook, with examples of good and bad textbook presentation given for each rule.

Hornby, A. S. "Structural Patterns in Language Learning and Teaching." *Praxis* 10:1.1-6 (1963).

A discussion of the importance of structural patterns and of situational drills in which to practice them. The author suggests that a syllabus listing the patterns of a language can best be prepared after a contrastive analysis has been completed.

———. *The Teaching of Structural Words and Sentence Patterns.* 3 vols. London: Oxford Univ. Press, 1959-62.

A presentation of teaching items for an English course for children of age ten or over. The material is separated into three stages, each a separate volume. It includes explanations to the teacher and suggestions for techniques of classroom procedure. Items are graded but are adjustable in order of presentation to suit a given syllabus or difficulties presented by the learner's native language. There are intonation guides in all three volumes, and stages two and three contain a cumulative index of structural and 'heavy duty' words.

Material is not oriented toward any particular language background or geographical area.

Indurkhya, B. L. "A Summary of Standardized Examination of the Vocabularies of Certain School Readers and Prescribed Texts." *BCIE* 2.62-6 (1962).

A report of an examination of vocabulary content of texts used in schools in India. It includes an outline guide on how to examine the vocabulary of a textbook.

Kachroo, J. N. "Report on an Investigation into the Teaching of Vocabulary in the First Year of English." *BCIE* 2.67-72 (1962).

A report of a vocabulary test based on the *New Kashmir Reader No. 1*, to ascertain the effectiveness of the reader in teaching vocabulary in India.

Kavetsky, Joseph. *The Development of an English Reader for Puerto Rican Adults.* Ed.D. diss., Teachers College, Columbia Univ., 1954.

Lott, Bernard. "Graded and Restricted Vocabularies and Their Use in the Oral Teaching of English as a Second Language." *ELT* 14:1.3-12 (1959); 14:2.65-70 (1960).

A consideration of the value of graded and restricted vocabularies of English words and of the principles behind such grading and selection. Suggestions are made regarding the classroom use of particular vocabularies. Bibliographical footnotes.

Palmer, Harold E. and Dorothée Palmer. *English Through Actions.* London: Longmans, 1959. x, 287 pp.

A revised European edition based on the original edition published in Tokyo in 1925. Discusses and provides elements for a Direct Method program for beginners.

Rao, K. Radha and P. K. Roy. "Verbs for the First Six Years." *BCIE* 1.134-38 (1961).

A study of the verbs of Michael West's *General Service List* with 25 of them listed. Frequency, patterns, and grade level at which they are to be introduced are indicated.

Rosman, Esther C. *A Pilot Project on Vocabulary Selection for Foreign Students.* New York: International Center for Teaching Materials, Teachers College, Columbia Univ., 1962. iii, 54 pp.

A study conducted at Columbia University to determine the vocabulary needs of foreign students enrolled in programs of higher education in the U.S. Ten of the textbooks used in courses at Teachers College served as the basis for the vocabulary count. Students used were Afghans. Study showed that greatest difficulty is presented by words describing technical terms. Results provide guidelines for preparation of a special dictionary.

Titone, Renzo. "La preparazione dei manuali moderni per l'insegnamento delle lingua straniere: Criteri didattici." *OP* 9:4.660-75 (1962).

The author indicates guidelines for the preparation of language texts.

Walsh, Donald Devenish. "The Textbook: Aid or Hindrance to Modern Language Teaching?" *MLJ* 42:2.59-64 (1958).

Recognizes the need for linguistically oriented textbooks and reviews the criteria the teacher may consider in making a choice.

West, Michael. "Factual English." *ELT* 12:4.121-31 (1958).

Lists requirements of the student of science and technology and suggests some restrictions to be observed in constructing texts using Factual English.

———. "Vocabulary Selection and the Minimum Adequate Vocabulary." *ELT* 8:4.121-26 (1954).

Explains the nature and purpose of *A General Service List of English Words* by the same author [see entry p. 19]. Points out how it can be useful in drawing up minimum adequate vocabularies for various purposes, circumstances, and areas.

Preparation of Teachers

Bedford, R. C. "Reflections on Preparation for TEFL." *LL* 13:3-4.225-29 (1963).

Emphasizes the importance of understanding the culture as well as the language background of individual students.

Chandler, James B. and Albert J. Kingston, Jr. *Hints on Teaching English in Ethiopia.* [Addis Ababa]: Euscep Publication, 1956. 21 pp.

A general introduction to the teaching of English in Ethiopia prepared for the graduating seniors of the Harar Teacher Training College. Contains sections on the authors' approach to the problem of language generally, the teaching of oral English, reading, and spelling and writing. Although not exhaustive, the pamphlet gives some useful information on the special phonological and orthographical problems of Ethiopian students.

Finocchiaro, Mary. "English Teaching Seminars: Another Approach." *LR* 5:2.2-4 (1963).

Discusses seminars and workshop projects in the preparation of qualified non-native teachers of English as a foreign language. Particular reference is made to a seminar in Barcelona, Spain.

Ghosh, R. N. "A Course in English Methods for the B.Ed. Degree." *BCIE* 2:112-21 (1962).

Includes a detailed course syllabus and specimen course examination.

Gladstone, E. W. G. "Teaching in Simple English: A Review of Special Courses for Primary School Teachers." *GTJ* 32:4-13 (1961).

Discusses the useful information gained from the briefing courses given to primary school teachers in Ghana on the use of English as a medium of instruction.

Gurrey, Percival. *Education and the Training of Teachers.* London: Longmans, 1963. xv, 160 pp.

Suggests that knowledge of facts is not sufficient for future teachers. Emphasis should be placed on the education of teachers as people. Suggests activities that teachers might undertake to widen their interests, develop their judgment, and enrich their understanding of people.

Hwa, Tai Chen. "The Training of Language Teachers." *JE* 19:60-6 (1961).

The author feels that the training of language teachers should include modern linguistic studies, the psychology of language learning and methodology of language teaching.

An Investigation into the Need for and the Nature of a Content Course in English for Prospective Secondary Grade Teachers. Madras: South India Teachers Union, Council of Educational Research, 1960. 40 pp.

Report of an experimental course designed to increase the language proficiency and pedagogical competence of prospective teachers of the first year of English in Indian primary and middle schools. Includes a detailed account of the program, an estimate of the results, and a section on conclusions and recommendations.

Karp, Theodore B., Patricia O'Connor, and Betty Wallace Robinett. *Principles and Methods of Teaching a Second Language: A Motion Picture Series for Teacher Training. Instructor's Manual.* Washington, D.C.: Center for Applied Linguistics, 1963. 53 pp.

Prepared to aid in interpreting the five films in the series of the same title. The purpose of the series is explained, and the content of each film is summarized. Suggestions of points to watch for, questions for discussion, and topics for investigation are given for each film. Includes a selected bibliography and the Modern Language Association's "Qualifications for Teachers of Modern Foreign Languages."

Kobylański, Mieczysław. "Teachers' Shortcomings." *ELT* 13:3.107-09 (1959).

Discusses limitations of the non-native teacher of English.

Kreusler, Abraham. "Soviet Foreign Language Teacher Training Schools." *MLJ* 46:1.22-8 (1962).

A report on changes since 1956 in the preparation of foreign language teachers. Adoption of the audio-lingual method and goals of practical mastery of the language have resulted in work on a new curriculum and a retraining program for teachers.

Lado, Robert. "Research and Training Needs in Language Teaching with Special Attention to English as a Foreign Language." *LL* 8:1-2.1-6 (1958).

Lourenço, M. B., Filho et al. *The Training of Rural School Teachers.* (Problems in Education, 7.) Paris: UNESCO, 1953. 164 pp.

A collection of papers on training rural school teachers in Brazil, the Gold Coast, India, and Mexico. Each section has a bibliography and a conclusion or appendix. It is particularly interesting for those who might be involved in training projects for teachers of English abroad, since second language conditions vary greatly.

Marckwardt, Albert H. "The Cultural Preparation of the Teacher of English as a Second Language." *LL* 11:3-4.153-56 (1961).

In addition to linguistic preparation, the teacher should be prepared to cope with intercultural differences which sometimes have linguistic correlates. Such preparation should combine "the sensitivity of the well-read person, the breadth of the cultural historian and the objectivity of the cultural anthropologist."

Marquardt, William F. "The Training of Teachers of English as a Second Language in the Peace Corps." *LL* 12:2.103-14 (1962).

Presents a discussion of the language learning and teaching obligations of Peace Corps Volunteers and an outline of concepts and skills desirable for teachers of English as a second language.

Maston, Robert Edward. *English Language Workshops for English Teachers of South Korea.* Ph.D. diss., Univ. of Michigan, 1963.

Discusses the situation in regard to the teaching of English as a second language in Korea, with a section on "Barriers to Progress." The plans and procedure of monthly workshops for Korean high school English teachers are described, and the materials used in these workshops are presented.

Miller, D. C. "Knowing the Language." *TEd* 1:2.32-9 (1960).

Discusses special additional training needed by the teacher of English as a second language. Examples taken from Nigerian situation. Contains suggestions for oral practice and comments on level of proficiency required for successful teaching.

———. "Problems, Aims and Means in Training Graduate Teachers in English as a Second Language." *TEd* 3:2.108-23 (1962).

Suggests that prospective teachers in secondary schools in West Africa receive practice in primary school teaching because of its emphasis on oral training, and that they be trained to analyze the relationship between the literary technique used by an author and the experience he is expressing.

———. "Training and Equipping the Primary School Teacher of English as a Second or Foreign Language." *TEd* 2:2.20-30 (1961).

Cites and discusses four fundamental requirements: (a) some measure of linguistic sophistication; (b) a clear knowledge of what has to be taught; (c) an ability to use oral techniques by which it may be taught; (d) an accurate and flexible oral command of the language to a level sufficient for that purpose.

Modern Language Association Foreign Language Steering Committee. "Qualifications for Secondary School Teachers of Modern Foreign Languages." *MLJ* 39:6.290-92 (1955).

Outlines minimal, good, and superior qualifications in aural understanding, speaking, reading, writing, language analysis, culture, and professional preparation.

O'Connor, Patricia and W. F. Twaddell. "Intensive Training for an Oral Approach in Language Teaching." *MLJ* 44:2, Pt. 2.1-42 (1960).

An account of two seminars for Japanese teachers of English. The seminars consisted of an experimental course in intensive training of teachers in the use of text materials specially prepared for their pupils and the oral approach in teaching English. Detailed account of participants, procedures, text materials, schedule followed, and the rationale behind the experiment. Of interest

to those engaged in helping inadequately prepared teachers improve their teaching and command of English.

Pattison, Bruce. "The Training of Teachers." *TES* July 1, 1960, p. 9.

Discusses the training of English teachers for the territories formerly administered by Britain.

Quinault, R. J. "Listen and Teach." *ELT* 14:4.168-73 (1960).

Describes the background and preparation of special BBC programs broadcast under the above title as "refresher courses" for relatively untrained teachers in Asia and Africa.

Ruhle, C. "English as a Foreign Language at Sydney." *LR* 5:3.3-4 (1963).

Description of a teacher training course conducted primarily for Asian teachers of English by the Department of Education of the University of Sydney.

Smith, D.A. "The Madras 'Snowball': An Attempt to Retrain 27,000 Teachers of English to Beginners." *ELT* 17:1.3-9 (1962).

Van Syoc, Bryce. "Teacher Training with Closed-Circuit Television." *LL* 9:3-4.13-16 (1959).

Describes closed-circuit television used as a means of observing model classes in the Intensive Course at the English Language Institute at the University of Michigan. Disscusses its advantages over direct observation.

Wayment, H. V., ed. *English Teaching Abroad and the British Universities.* London: Methuen, 1961. 63 pp.

Extracts from the proceedings of the conference held under the auspices of the British Council on University Training and Research in the Teaching of English as a Second/Foreign Language at Nutford House, London, on December 15-17, 1960.

West, Michael. "Practice-Teaching in the Training of Language Teaching." *ELT* 13:4.149-54 (1959).

Discusses individual problems such as the location of practice-teaching, supervision, the demonstration lesson, and the criticism lesson.

Language Testing

GENERAL

Carroll, John B. *Notes on the Measurement of Achievement in Foreign Languages.* [Cambridge, Mass.: Dept. of Education, Harvard Univ.], 1954. 49, xiii pp.

A pamphlet which sketches the history of foreign language achievement measurement and surveys the various approaches which have been made, including a survey of types of foreign language achievement tests. Gives an outline of recommended procedures in developing achievement tests suitable in different situations. Appendix contains a list of available achievement tests in foreign languages (including English as a foreign language) and a bibliography of books and articles on the subject.

———. "The Prediction of Success in Intensive Foreign Language Training." *Training Research and Education,* R. Glaser, ed. Pittsburgh, Pa.: Univ. of Pittsburgh Press, 1962. Pp. 87-136.

A discussion of the screening procedures used by military and government programs for intensive foreign language training of personnel. Various tests are described, and the conditions under which they are valid are investigated, with data presented in charts, tables, and reliability coefficients. Language aptitude is defined under four headings: phonetic coding, grammatical sensitivity, rote memorization ability, and inductive language learning ability. The appendix contains brief descriptions of 27 tests.

——— and Stanley M. Sapon. *Modern Language Aptitude Test. MLAT Manual.* New York: Psychological Corp., 1959. 27 pp.

A test designed to predict ease and rapidity in foreign language learning. Sections on purpose, administration, scoring standardization and norms, and statistical information. Also suggested uses of the MLAT for selection and placement.

Lado, Robert. *Language Testing: The Construction and Use of Foreign Language Tests.* London: Longmans, 1961. xxiii, 389 pp.

A comprehensive discussion of the construction and use of language tests. Based on the theory that items of difficulty are isolable through a comparison of the mother tongue and target language which makes tests more valid, reliable, economical, and easy to administer. Suggests types of items and gives the theory and practice of refining and standardizing tests. Sections on the theory and strategy of language testing, testing the elements of language, testing the integrated skills, and refining and using tests.

McLaughlin, Kenneth F., ed. *Understanding Testing: Purposes and Interpretations for Pupil Development.* Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, 1960. iii, 24 pp.

Although this book discusses achievement and aptitude tests for native speakers of English, some of the theoretical and practical information on the development and use of tests may serve as a guide for the preparation of tests for students of English as a foreign language. Measurement terms are defined in a brief glossary.

Paterno, Adelaida. "Foreign Language Testing." *MSTEQ* 10:2-3.14-31, 269 (1960).

Proceeds from more general remarks on theory to problems of validity and reliability. Offers sample tests on listening and reading comprehension, speaking and writing ability, and pronunciation and grammar.

Scheider, Rose M. "Evolution of the Listening Comprehension Test." *CBR* 48:24-8 (1962).

The author traces the development of standardized aural tests in foreign languages. Tests are described and trends in content and format are discussed.

Starr, Wilmarth H. "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students." *PMLA* 77:4, Pt. 2.31-42 (1962).

Report of the development of proficiency tests for French, German, Italian, Russian, and Spanish, with discussion of the impact of such large-scale tests on foreign language teaching.

Upshur, John. "Language Proficiency Testing and the Contrastive Analysis Dilemma." *LL* 12:2.123-27 (1962).

Suggests some limitations of contrastive analysis and the contributions of other factors in language proficiency testing.

ENGLISH

Borg, Walter R. and John S. Goodman. "Development of an Individual Test of English for Foreign Students." *MLJ* 40:5.240-44 (1956).

Describes a proficiency test devised to measure comprehension, structure, vocabulary, and pronunciation. Statistics on reliability, validity, and correlation also presented.

Carroll, Brendan J. "An English Language Survey in West Africa." *ELT* 16:4.205-10 (1962).

A study of the performances of young African children on English language tests devised for English-speaking children, and a comparison of the results.

Close, R. A. "How Much English Does a Foreign Audience Understand?" *ELT* 12:2.46-51 (1958).

An account of comprehension tests given to non-native speakers of English following short talks. The tests were planned to assess comprehension, rather than memory or ability to concentrate.

Gauntlett, J. O. *Educational Measurement in English.* (English Teaching Institute, Publication No. 1.) Matsuyama City, Japan: Ehime Univ., 1959. 94 pp.

Prepared for the ordinary teacher and layman. Types of measurement, measurement of functional knowledge, preparation and administration of tests, techniques of measurement devisable by the teacher, and scoring and interpretation of tests are discussed. A Japanese translation by S. Suyama accompanies the text.

George, H. V. "Testing: Another Point of View." *ELT* 16:2.72-8 (1962).

Suggests that objective marking techniques should not be the main criteria for selection examinations. Criticisms of the results of objective testing in language examinations are mentioned.

Grieve, D. W. *Report of an Inquiry into English Language Examining: December 1962–August 1963.* Accra: West African Examinations Council, 1963. 135 pp.

Report of an investigation of the English language examinations of the West African Examinations Council, with special reference to the School Certificate Examination conducted in Ghana, Sierra Leone, and Gambia. Includes descriptions of the test with sample questions and recommendations for changes in the testing program.

Harris, David P. *English Testing Guidebook.* 2 parts. Washington, D.C.: American Univ. Language Center for the International Cooperation Administration, 1960-61.

Prepared for overseas mission, consular, and cultural officers who administer the AULC tests of English as a foreign language. Part I contains instructions for rating oral proficiency by means of interviews. Part II describes basic principles of test construction and score interpretation and concludes with brief descriptions of the AULC tests.

Lorge, Irving and L. K. Diamond. "The English Proficiency of Foreign Students Judged by the Records of Students with Different Linguistic Backgrounds." *JHE* 25:1.19-26 (1954).

Rand, Earl. "A Short Test of Oral English Proficiency." *LL* 13:3-4.203-09 (1963).

Description of a test in production of oral English developed in order to place Chinese teachers of English accurately in a retraining project in Taiwan. The author states that the test is short, fairly objective and can be administered in the laboratory and graded easily.

Sohoni, S. V. "A Note on English Tests in the Early Years." *TEng* 6:3.21-31 (1961).

The author suggests that examinations be revised in order to remove from the tests the emphasis on a particular set of textbooks. Sample examination papers are included.

Strevens, Peter. "The Development of an Oral English Test for West Africa." *ELT* 15:1.17-24 (1960).

Outlines a practical language testing situation and examines the principles involved in dealing with the problem of oral testing in West Africa. Describes resulting tests which were divided into reading, comprehension, and conversation.

Testing the English Proficiency of Foreign Students. Washington, D.C.: Center for Applied Linguistics, 1961. iii, 103 pp.

Report of a conference sponsored by the Center for Applied Linguistics in cooperation with the Institute of International Education and the National Association of Foreign Student Advisers. A summary of conference decisions precedes reports on various testing programs and papers on proficiency testing.

Programs in Specific Geographical Areas

GENERAL

English Overseas: Guidelines for the American Effort in Teaching English as a Second Language. Washington, D.C.: Center for Applied Linguistics, 1961. v, 31 pp.

Discusses the role of the U.S. in teaching English abroad. Major sections include: The American Role, Program Planning, Manpower Needs, Materials and Research, and Selected References.

Harrison, Selig S. ***The Most Dangerous Decades: An Introduction to the Comparative Study of Language Policy in Multi-Lingual States.*** New York: Language and Communication Research Center, Columbia Univ., 1957. iii, 102 pp.

In 1955, with the support of the Rockefeller Foundation, the Language and Communication Research Center of Columbia University initiated an exploratory investigation "to assess available data and possible lines of inquiry" in the comparative study of language policy problems. This book is a brief report, accompanied by bibliographies on the major reference within which contemporary language policy problems can be pursued. Some of the material about India has since appeared in a separate book *India, The Most Dangerous Decades,* Princeton, N.J.: Princeton Univ. Press, 1960.

Meeting the Challenge of English Teaching Abroad. Washington, D.C.: Center for Applied Linguistics, 1961. ix, 35 pp.

A report of the deliberations and recommendations of a one-day conference of English language education specialists convened by the Center for Applied Linguistics at the request of the International Cooperation Agency (now AID). Aims of the meeting included an assessment of existing resources and plans for future development in this field.

Ornstein, Jacob. "English the Global Way." *MLJ* 46:1.9-13 (1962).

Describes the role of English as a lingua franca.

Prator, Clifford H. "World Trends and Language Teaching." *MSTEQ* 10:2-3.5-13, 58 (1960).

The author explores language trends against the background of rising nationalism, material progress, and improved communications in today's world. Discusses world languages replacing local languages, uniformity in language, more attention to language study, and a general increase in the teaching of English.

Ramos, Maximo. *Language Policy in Certain Newly Independent States.* R. J. Hemphill, ed. (PCLS Monograph Series No. 2.) Pasay City, P.I.: Philippine Center for Language Study, 1961. 31 pp.

An account of various national language situations with implications for the Philippine situation. Bibliography.

Report of the Commonwealth Conference on the Teaching of English as a Second Language. Entebbe, Uganda: The Government Printer, 1961. 56 pp.

The proceedings and recommendations of the Conference held at Makerere College, Uganda, January 1-13, 1961. The meeting dealt with the teaching of English as a second language, especially in relation to the technical needs and development of emerging nations.

Rice, Frank A., ed. *Study of the Role of Second Languages in Asia, Africa and Latin America.* Washington, D.C.: Center for Applied Linguistics, 1962. vii, 123 pp.

A collection of ten essays in the field of sociolinguistics. Includes discussions of lingua francas, language standardization, and an outline of linguistic typology for describing multilingualism.

Second Language Learning as a Factor in National Development in Asia, Africa, and Latin America. (Language Information Series, 1.) Washington, D.C.: Center for Applied Linguistics, 1961. v, 18 pp.

Summary statement and recommendations of an international meeting of specialists in the field of second language learning held in London, December 1960. Information on each area includes the national languages, the literacy rate, and the role of English, French, and other European languages.

Strevens, Peter. "English Overseas: Choosing a Model of Pronunciation." *ELT* 10:4.123-31 (1956).

Suggests that pronunciation features of "independent" dialects be described and teaching courses be constructed on the basis of such descriptions.

UNESCO. *The Use of Vernacular Languages in Education.* (Monographs on Fundamental Education, Vol. 8.) Paris: UNESCO, 1953. 154 pp.

Of special interest to the prospective teacher of English overseas is Chapter 1, which is a discussion of surveys of vernacular languages and their use in education in Africa, the American Continents, Asia and the Pacific, and Europe (including the USSR). Other chapters include the report of the UNESCO Meeting of Specialists, 1951; some case histories; tentative classification of the languages spoken in the world today; terms of reference; bibliography; index.

AFRICA

Abbiw, D. K. "The Teaching of English in the Primary Schools of Ghana." *GTJ* 40.17-21 (1963).

Agyeman, G. J. "Teaching English as a Second Language." *GTJ* 32:31-3 (1961); 33:8-12 (1962).

An article in two parts, recommending instruction in English as a second, not foreign, language in Ghana.

Bright, J. A. "English in the Commonwealth: Uganda." *ELT* 16:2.89-95 (1962).

Brosnahan, L. F. "Some Aspects of the Linguistic Situation in Tropical Africa." *Lingua* 12:1.54-65 (1963).

Discusses the language policies of Great Britain and France in their former African colonies, the relationship between nationalism and languages, and the problems confronting the new African nations in regard to language.

Carroll, Brendan J. "English as a Medium of Instruction." *ERev (UK)* 14:1.54-63 (1961).

Pros and cons of English as a medium of instruction with particular reference to Ghana.

Cawson, F. H. "The World Demand for English." *GTJ* 38:30-5 (1963).

A description of the changing needs in English and linguistic studies in Ghana since independence.

Conference of African States on the Development of Education in Africa. [Paris]: UNESCO, [1961].

Final report of a conference held in Addis Ababa, May 15-25, 1961. Major areas of discussion included the development of education in relation to African cultural and socio-economic factors; inventory of educational needs for economic and social development; education as a basic factor in economic and social development; and patterns of international cooperation for the promotion and implementation of programs of educational development.

Dalton, R. H. F. "The Position of English as a Medium of Instruction in Emergent Territories in Tropical Africa." *ERev(UK)* 13:2.111-15 (1961).

The author discusses the need for English-language study and suggests that a failure to teach English in the primary schools and beyond hampers higher education, where textbooks are often in English.

Greenough, Richard. *Africa Calls . . . Development of Education, the Needs and Problems.* Paris: UNESCO, 1961. 50 pp.

Discussion includes materials, teachers, need for reforms and new approaches, and the development of African culture. Also includes suggested remedies of planning and financing, and a brief discussion of the Conference of African States on the Development of Education, held in Addis Ababa in May of 1961 [see entry above].

Grieve, D. W. "English in the West African Secondary School." *TEd* 4:1.5-18 (1963).

The author discusses the need for research on problems of teaching and

learning English. Expert teachers are needed to handle increased student enrollment and to maintain high standards of English. He feels also that training facilities should be expanded and adequate textbooks provided.

Kehoe, Monika. "The Language Dilemma in Ethiopia." *OE* 34:4.162-65 (1963).

A review of the language background in Ethiopia and a discussion of various proposals for use of Amharic and English as languages of instruction.

Kenya Education Department. *Syllabus for Arab and Asian Primary Schools.* Nairobi: Kenya Education Department, 1960. iv, 112 pp.

A very detailed outline of courses, aims, materials, schedules, etc., for the seven years of education from ages six to thirteen. Of interest are: English for vernacular classes, English in English medium classes, vernaculars, other languages (Swahili, Latin, Arabic, French). Each section gives standard texts plus supplementary titles for pupils and teachers.

Lanham, L. W. "Teaching English Pronunciation in South Africa." *LL* 13: 3-4.153-70 (1963).

Discusses current problems involved in an increase in school enrollment while the number of available authentic models for spoken English is decreasing. Describes materials based on a contrastive analysis of major Bantu languages and English, and an intensive teachers' course in English pronunciation.

Makward, E. C. "The Language Problem." *WAJE* 7:2.87-93 (1963).

The author summarizes language problems in West Africa and distinguishes between attitudes toward the vernacular in French- and English-speaking areas. He recommends that the first international language be introduced at the beginning of primary school with the vernacular introduced at the end of primary school or beginning of secondary school.

McKillop, Anne and E. A. Yoloye. "The Reading of University Students." *TEd* 3:2.93-107 (1962).

The author describes a survey made at Ibadan, Nigeria, of reading skills in English. Recommendations are included for changes in reading instruction in the schools.

Meeting of Ministers of Education of African Countries Participating in the Implementation of the Addis Ababa Plan. [Paris]: UNESCO, [1962].

Final report of a meeting one year after the adoption of the Addis Ababa Plan [see entry above, *Conference of African States*]. Primary goals of the meeting were to review national plans for educational development in the context of economic and social development; to analyze current educational budgeting in relation to the goals of the Addis Ababa Plan; and to establish the most effective machinery and procedures for keeping under review the programs drawn up in accordance with the Addis Ababa Plan.

Nuffield Research Project in the Teaching and Use of English in East African Schools: Seventh Progress Report. Kampala, Uganda: Makerere Univ. College, Institute of Education, 1962.

Includes a report of an experiment to improve reading ability of African students carried out by Dr. Edward Fry, a Fulbright Visiting Lecturer at Makerere. Other topics include group teaching of oral English in the third year of school; reports on readability of books; and tests used in the project in 1961.

O'Hagan, Charles. "English Medium Teaching in Kenya." *OE* 34:3.99-106 (1962).

A review of changing patterns in the use of English as the medium of instruction.

———. "English Medium Teaching in Lower Primary Classes." *KEJ* 1:10.21-3 (1962).

A description of the aims of teachers in Kenya working to prepare students for literacy in English.

Perren, G. E. "Bilingualism, or Replacement? English in East Africa." *ELT* 13:1.18-22 (1958).

Suggests that in Kenya, where English is an official language and there is no common vernacular, bilingualism is "a necessity which cannot be avoided," and its advantages should be extended.

Slater, Derek. "Urgent Problem: English Teaching in Nigeria." *Teacher* Feb. 22, 1963, p. 16.

A review of the current situation in Nigeria with recommendations for additional British teachers to work in the schools and in teacher training programs.

Spencer, John, ed. *Language in Africa.* Cambridge: Cambridge Univ. Press, 1963. vii, 167 pp.

Papers of the Leverhulme Conference on universities and the language problems of tropical Africa, held at University College, Ibadan. Of interest to the teacher of English are comments on the use of English as the medium of instruction in schools and the responsibility of the university in teaching English.

Thompson, P. Drummond. "English in the Commonwealth: Nigeria." *ELT* 17:4.152-58 (1963).

Thorburn, J. W. A. *Suggestions for West African Primary Schools.* (A Teacher's Library Series.) London: Oxford Univ. Press, 1959. vii, 100 pp.

A general practical guide to management and materials in the West African primary schools. Of special interest are the sections on handwriting, English, and the mother tongue, which suggest what can be done with even modest resources. List of books for further reading or reference at the end of the volume.

UNESCO. *African Languages and English in Education.* (UNESCO Educational Studies and Documents, 2.) Paris, 1953. 91 pp.

A report of a meeting held at Jos, Nigeria, November, 1952. Includes discussions of the place of African languages and English both in and out of school, problems in the use of African languages in education, and the teaching of English as a second language in African territories.

Van Roey, J. "The Teaching of English in the Congolese Republic." *ESA* 4:2.191-94 (1961).

A review of the English language situation in the Congolese Republic, where English has been a compulsory second language since 1960. The author feels that needs are manifold and include studies of interference from both French and regional languages, materials preparation, and teacher training.

Warner, Alan. "A New English in Africa?" *Review of Eng. Lit.* 4:2.45-54 (1963).

Wilson, J. "The Teaching of English in a Bilingual Partnership." *TEd* 1:1.9-17 (1960).

Suggests that the needs of emerging African nations for English as a lingua franca and as an aid to higher education make improved and more extensive training of teachers of English a necessity. Also surveys the various techniques in use.

THE AMERICAS

Carey, Charlotte C. *A Review of Some Materials Regarding the Bilingual Child.* [San Diego, Calif.]: Office of the Superintendent of Schools, San Diego County, 1954-55. 42 pp.

A careful review of socio-linguistic factors affecting the education of non-English speaking children in the public schools. Contains a bibliography and many references to current studies on the subject.

Dunham, Alice F. *Materials and Techniques for Teaching and Learning English.* (Language Arts Bulletin.) Tucson, Ariz.: Tucson Public Schools, 1956. 82 pp.

A guidebook for teachers of non-English speaking children in the elementary schools. Sections on such topics as school, home, pets, and safety are divided into discussions of objectives, planned learning experiences, reference books, teaching aids, and vocabulary.

English Teaching Problems in Haiti. Port-au-Prince: Haitian-American Institute, 1958. 25 pp.

A manual prepared by the English teachers of Haiti attending the teachers' workshop, November 30, 1957. Contains the proceedings, program, and

names of the participants. Major topics include pronunciation, grammar, interest and motivation, preparation of materials, and the official program.

Hamill, Charles O. *Needed Research on the Teaching of English in Puerto Rico as a Second Language.* (Documento 32. Cuarta conferencia sobre el tema "La enseñanza en la escuela Puertorriqueña".) Hato Rey, P. R.: Departmento de Instrucción Pública, 1961. 23 pp.

Discusses problems, existing materials, and need for further research on such subjects as optimum age for beginning English in Puerto Rican schools, effects of bilingualism on the learning process, and the best time for beginning a reading program.

Handbook for the Teaching of Non-English Speaking Children. Abilene, Tex.: Abilene Public Schools, 1961. 90, [xxiv] pp.

Designed to provide additional material for teachers working in a pre-school program for non-English speaking children in Abilene. Contains basic word lists and several units of instruction centered around home, school, and community.

Lado, Robert, Wallace Lambert, and Theodore Andersson. "Relación entre el aprendizaje de una lengua extranjera y el vernáculo." *Educación* 11:3.11-41 (1962).

Three papers in Spanish presented at the Conferencia sobre la enseñanza de lengua held at San Juan, Puerto Rico, November 12-19, 1961. Discusses the relation between the native tongue and the acquisition of a second language. Robert Lado deals with the linguistic aspect, including a list of phonological transfer categories; Wallace Lambert treats the psychological aspect; and Theodore Andersson discusses the pedagogical aspect. The problems involved in teaching both English and Spanish as foreign languages are discussed.

Leighton, E. Roby, ed. *Workshops for Teachers of Bilingual Students.* 2 vols. Tucson, Ariz.: Univ. of Arizona, 1961-62.

Discusses the problems of teaching communication skills to bilingual students in the southwestern United States. Both volumes divided into the following units: "Cultural Background," "Linguistic Background," and "Workshop Developed Materials for Teacher Use."

Long, Ralph B. *The Teaching of English in Puerto Rico.* Rio Piedras, P. R.: Superior Educational Council, Univ. of Puerto Rico, 1959. 47 pp.

A survey of the place of English in the Puerto Rican school system from elementary school through the university and some suggestions for the teaching of the language and the training of teachers. Also included is a bibliography of published and unpublished materials.

Marion, Séraphin. *Innovations in Second-Language Teaching in Canada.* Ottawa: Canadian Conference on Education, 1962. 46 pp. [Parallel edition in French, 51 pp.]

Report of a committee set up by the Canadian Conference on Education to gather information on new methods of second language teaching in Canada. Sections include new and successful efforts, language laboratories, and the training of teachers of French as a second language.

Marquardt, William F. "Linguistic Theory and Teaching in Colombia." *LL* 9:3-4.53-7 (1959).

A list of positive and negative injunctions which the author considers represent current linguistic theory on the teaching of English as a second language. Discussion in light of his experience in Cartagena, Colombia.

Miquel, L. A. "The Teaching-Practice Programme at the University of Chile." *ELT* 15:1.11-16 (1960).

Concerned with the training of secondary school teachers and particularly with the supervised practice provided for students at the Instituto Pedagógico.

National Council of Teachers of English. *The National Interest and the Teaching of English as a Second Language*. Champaign, Ill.: NCTE, 1961. 12 pp.

A statement of fact and prognosis concerning the teaching of English as a second language. It is a supplement to the 140-page NCTE report *The National Interest and the Teaching of English* published in 1961. Sub-divisions include information about the teaching of English as a second language in this country, as well as in other countries, and the need for national support and leadership. The general conclusions are that a sufficient supply of well-trained personnel is lacking and that the scope of the National Defense Education Act should be expanded to include such training.

New York City, Board of Education. *The Puerto Rican Study 1953-1957: A Report on the Education and Adjustment of Puerto Rican Pupils in the Public Schools of the City of New York*. New York, 1958. 265 pp.

A volume summarizing, evaluating, and setting further goals for the program for Puerto Rican children in New York schools. Part I summarizes materials and methods; Part II, the social-cultural adjustment of the pupils and parents; Part III, some of the problems faced by the program. Other publications of the study include the *Resource Unit Series*, designed to help the teacher create situations that stimulate the learning of English; the *Language Guide Series*, which presents the content and method for English instruction; and *Tests and Testing: Developing a Program for Testing Puerto Rican Pupils in the New York City Public Schools*. There are also sociological reports on the background of the pupils and curriculum materials for science classes.

Panamá, Republica de. Ministerio de Educación. *Programmas de educación secundaria inglés: Primer ciclo, ciclo de bachillerato, ciclo comercial.* Panamá: El Departamento de Bellas Artes y Publicaciones del Ministerio de Educación, 1956. 81 pp.

Presents the general objectives of English language courses in the secondary schools of Panama. A special section (in English) outlines the principles

recommended for teaching methodology. Brief summaries of the course programs are also included.

Parker, William R. *The National Interest and Foreign Languages.* 3rd ed. (Dept. of State Publication 7324.) Washington, D.C.: U.S. Government Printing Office, 1961. vi, 159 pp.

A discussion guide and work paper written at the request of the U.S. National Commission for UNESCO on the need for an increase in the quantity and quality of foreign language instruction in the United States. Many of the chapters, including one on "English as a Foreign Language," have direct relevance to the teaching of English as a modern foreign language.

Preschool Instructional Program for Non-English Speaking Children. Rev. ed. [Austin, Tex.]: Texas Education Agency, 1961. 62 pp.

A description of the intensive summer instructional programs in oral English conducted by Texas primary schools for children with little or no knowledge of English. Includes comments on the basic vocabulary and language patterns taught and the content and method of instruction. A sample unit is given.

Problems of Bilingualism in Arizona: Selected Writings by Educators. Phoenix, Ariz.: State Dept. of Public Instruction, Division of Indian Education, n.d.

A collection of papers on the problems of teaching English to Spanish and Indian speaking students in the Southwest. Papers deal with teaching grammar, composition, and pronunciation, the phonology of Southwestern Indian languages, and a daily log.

Roessel, Robert A., Jr., ed. *Indian and Bilingual Education Workshop.* Tempe, Ariz.: Arizona State Univ., 1960. 214 pp.

Report of a summer workshop on understanding bilingual and bicultural children in the southwestern United States. Contents include papers on cultural aspects of the Indians of Arizona, surveys of teachers and Indian college students, "teacher aids," and Spanish-American bilingual education.

Stevens, Cj, Arthur J. Bronstein, and Helene H. Wong. "English as a Second Language: Practices of Speech Departments." *QJS* 48:3.285-90 (1962).

Report of the survey conducted by the authors on practices and procedures used in teaching English as a foreign language in the United States, with a description of the questionnaire utilized, a discussion of the significant answers, and lists of textbooks for the student and for teacher training.

Teaching Bilingual Children. Fresno County, Calif.: Fresno County Project, The Educational Program for Migrant Children, 1959. 40 pp.

Discusses the problems involved in teaching English to Spanish-speaking children in California kindergartens and elementary schools. Includes suggestions for teaching pronunciation, basic grammatical structures, and vocabulary.

Teaching English as a Second Language. Phoenix, Ariz.: State Dept. of Public Instruction, Division of Indian Education, n.d.

A guidebook for teachers of English to Spanish and Indian children in the Southwest. Includes articles on linguistics for teachers, sentence stress, and teaching greetings.

EUROPE

Capelle, G. "Teaching English in Europe: France." *ELT* 18:1.2-9 (1963).

"A Close-Up of the U.S. Educational Exchange Program with Italy." *Experiment in International Understanding*. Washington, D.C.: The Board of Foreign Scholarships, 1963. Pp. 9-73.

Contains a description of the English language program in Italy under the sponsorship of the Council on American Studies and Cornell University. The program involves the preparation of English-teaching materials for state schools, the operation of a demonstration school, the continuation of seminars for teachers of English, and the introduction of curricula in linguistics at the university level.

Christophersen, Paul. *Some Thoughts on the Study of English as a Foreign Language*. Oslo: Norlis, 1957. 31 pp.

A lecture discussing the teaching of English in Scandinavian schools and universities, particularly the university at Olso.

"English in Demand: Teaching in Spain." *TES* Nov. 22, 1963, p. 765.

A review of the current situation in Spain where an increasing interest in foreign languages has led to the establishment of several new language schools.

Filipović, Rudolf. "The Teaching of the English Language to First and Second Year University Students." *ELT* 13:1.22-35 (1958).

Survey of work done and results achieved at the University of Zagreb, Yugoslavia.

Gruhn, Klaus. "Ziele des Englischunterrichts im zweiten Bildungsweg." *Praxis* 9:4.194-96 (1962).

A description of an advanced program for students who have not been to a Gymnasium but who wish to qualify for university entrance.

Jones, R. Gerallt. "Teaching English in Wales: Language." *Bulletin* 9.4-6 (1962).

A description of the present situation in Wales where English is sometimes taught as a second language and sometimes as a first.

Kreusler, Abraham. *The Teaching of Modern Foreign Languages in the Soviet Union.* Leiden: Brill, 1963. 129 pp.

A report covering the period from 1917 to date. Includes chapters on teacher training schools, the school reform of 1958, bilingualism in Soviet non-Russian schools, and the Decree of the Council of Ministers in 1961.

Lewis, E. Glyn. *Foreign and Second Language Teaching in the USSR.* (ETIC Occasional Paper No. 1.) London: British Council English-Teaching Information Centre, 1962. 16 pp.

Report of foreign language teaching and bilingualism in the Soviet educational system. Includes comments on types of schools, language policy, and attitudes toward foreign language teaching; teacher training; methodology; audio-visual aids; and bilingual education in the USSR.

Nesset, Kåre and Erling Slaatto. *Engelskundervisning på begynnertrinnet.* Oslo: H. Aschehoug, 1958. 91 pp.

For the teacher of beginners in English in Norwegian schools. Presumes use of *Let Us Speak English* by Carl Knap, et al. or the authors' *Over to England* [see entries under Knap and under Nesset, *RLM:I*]. Essentially British orientation. Introductions to methods, phonetics, use of texts, structure, reading, exercises, etc. Short bibliography.

O'Connell, Richard B. "English in Austrian Secondary Schools." *MLJ* 39:3.126-28 (1955).

Pigal'skaja, M. K., ed. Вопросы методики преподавания английского языка [Problems of Methodology in Teaching English]. Moscow: Pub. House of the Academy of Sciences, 1960. 119 pp.

Reports presented at the fifth and sixth scientific-methodological conferences of the Department of Foreign Languages, Academy of Sciences. Includes reports on phonetics and orthography, text analysis, translation, and means of developing speaking habits. The influence of spelling on pronunciation is discussed.

Rankova, M. "The Teaching of English in Bulgaria." *ELT* 13:2.72-7 (1959). Concerned with all levels of instruction. Contains some elements of contrastive analysis of Bulgarian and English.

Reszkiewicz, Alfred. "The English Language in Poland." *PW* 8.10-14 (1962).

Rogova, G. V. "Ob ustnom vvodnom kurse v V klasse" [On the Oral Introductory Course for the Fifth Class]. *IYS* 1.9-18 (1963).

An analysis of experience and some of the author's views on teaching English to eleven and twelve year olds in Soviet schools.

Sohlberg, Anna-Liisa. *Twenty-One Steps: How to Start the Teaching of English.* (Englannin alkeisopetuksen tuntiohjelmaluonnoksia.) Helsinki: Kustannusosakeyhtiö, 1960. 63 pp.

Suggestions to the teacher of beginning students in Finnish schools. Includes lesson plans and hints to the teacher concerning presentation and visual aids. Introduction in Finnish.

United States Information Service. *Manual for Teachers: Teaching English as a Foreign Language in Greece.* Athens: USIS, 1953. ii, 22 pp.

A report prepared by teachers attending a conference on English teaching held in Athens, September 1-4, 1953. It gives no specific teaching materials or lessons, but presents the collective experience and views of experienced teachers under a variety of conditions. Also included are the agenda of the conference and a short bibliography.

University Training and Research in the Teaching of English as a Second/ Foreign Language. London: The British Council, 1959. 11 pp.

A memorandum submitted at the request of the Universities Advisory Committee of the British Council. Present training and research programs in the field are described, and future needs are outlined.

U.S.S.R. Council of Ministers. "On Improving the Study of Foreign Languages." *Current Digest of the Soviet Press* 13:21.8-9 (1961).

Reports on resolutions by the U.S.S.R. Council of Ministers on improving the study of foreign languages, especially oral command among technically trained personnel. Plans made for new textbooks, better use of audio-visual materials, new techniques of instruction, specific training of teachers, and a broader use and development of radio, television, and films.

Williams, Jac L. "Bilingual Wales: Lessons for the Language Teacher." *TES* Feb. 15, 1963, p. 299.

The author discusses experiences in Wales in teaching both English and Welsh as second languages, which emphasize the importance of early exposure to the second language for effective progress toward bilingualism.

FAR EAST

Addresses and Papers at the Specialists' Conference, September 3-7, 1956. Tokyo: Kenkyusha Press, 1957. vi, 169 pp.

Papers and addresses delivered at a conference held by the English Language Exploratory Committee at Tokyo. Subject of the conference was the improvement of English teaching in Japan. Aspects of the Japanese situation were treated, and ideas for the application of modern techniques in language teaching were explored. Some of the conclusions and recommendations are included.

Buck, Barbara F. "The Teaching of English in Japan." *Overseas* 3:3.14-17 (1963).

A review of the current situation in Japan, where English teaching still emphasizes literal translation. The author feels that reform of university entrance examinations would help change the emphasis to oral expression.

Iino, Shisei. "Some Suggestions for Better English Teaching." *ETM* 12:3.2-6, 41 (1963).

A review of changes in English language teaching in Japan since World War II with some suggestions for Japanese teachers of English.

Japanese National Commission for UNESCO. *Report of Conference of Experts on the Teaching of English in Japan: Toyko, 15-19 October, 1962.* Tokyo: Tokyo Univ. of Education, 1963. 63 pp.

Contents include summaries of discussion on the general problems of teaching methods and materials, with particular reference to lower and upper secondary schools, testing and evaluation, and the problems of entrance examinations to universities.

Ney, James W. "Teaching English on the Rim of Asia." *LL* 13:3-4.193-201 (1963).

A review of the current English teaching situation in Japan, the Ryukyu Islands, Taiwan and the Philippines.

Ota, Akira. *The Teaching of English in Japan.* Tokyo: Tokyo Univ. of Education, Modern Language Institute, [1962]. 7 pp.

Discusses the history and current development of English teaching in Japanese secondary schools and universities. Includes comments on teacher training, linguistic differences between Japanese and English, and prospects for the future.

Parry, John. "English in Independent Asia." *JKPPTM* 4:1.29-33 (1961).

Discusses the need for English as a second language as a unifying force in Asia.

MIDDLE EAST

Appleby, B. H. "English-Teaching in Israeli Schools." *IIE* 30:29-31 (1955).

Beym, Richard. "English as a Foreign Language in Egypt." *MLJ* 40:2.69-70 (1956).

Leavitt, Leslie W. "Teaching English in the Arab East." *IIE* 29:8.13-19, 26 (1954).

OCEANIA

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